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 2006 and is accurate and current, to the extent possible, as of January 2006. 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 18 – June 29
Term II
July 3 – August 12

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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 2006!

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 — http://www.learnmore.duke.edu/SummerSession.
### Summer Academic Calendar 2006

| February | Monday | Special early pre-registration period for Term I and/or Term II begins; Duke students do not need PINs to access ACES. |
| March | Friday | Early pre-registration period ends. |
| April | Wednesday | Registration resumes for Term I and/or Term II; Duke students need PINs to access ACES. |
| May | Thursday | Term I classes begin. |
| | Monday | 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. |
| | Monday | Memorial Day; classes in session. |
| June | Wednesday | Last day to withdraw W/P or W/F from Term I courses for compelling reasons. |
| | Monday | Term I classes end. |
| | Tuesday | Reading Period, Term I. |
| | Wednesday | Term I final examinations begin.* (See p. 39 for examination schedule.) |
| | Thursday | Term I final examinations end. |
| July | Monday | Term II classes begin. |
| | Tuesday | Independence Day; classes in session. |
| | Wednesday | 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. |
| | Friday | Last day to withdraw W/P or W/F from Term II courses for compelling reasons. |
| August | Wednesday | Term II classes end. |
|  | Thursday | Reading Period, Term II. |
|  | Friday | Term II final examinations begin.* (See p. 39 for examination schedule.) |
|  | Saturday | Term II final examinations end. |

*Any deviation from the examination schedule must be approved by the director of Summer Session.
“The classes have a very unique feel. Because they are small, students have the opportunity to really interact with one another and with their professors.”

(Student, Summer '05)

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 2006 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 2006 and is required to access ACES beginning April 5.

Note: A special early summer pre-registration period will occur from February 27 through March 10. During this two-week period Duke 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 close to payment deadlines, it is advisable to send tuition and fees to the Office of the Bursar.

1 All references to “university” or “college” denote regionally accredited institutions.
Registration forms received early will not be processed until summer registration begins on February 27.

**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, 705 Broad Street, 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.internationaloffice.duke.edu/FAQ/BVisitorVisaRules.htm](http://www.internationaloffice.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. Students may also be required to complete an immunization form. Inquiries should be received no later than mid-March for Term I and the beginning of May for Term II in order to complete the registration process in a timely manner. Applicants will be assessed Federal Express charges on return paperwork if registration is received too close to the deadlines listed on page 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

(1) Tuition for undergraduates and visiting students: $2,154 for each regular or non-science lab course, $2,872 for each science course with a lab (BIOLOGY 25L, CHEM 21L, CHEM 22L, CHEM 151L, CHEM 152L, PHYSICS 53L, and PHYSICS 54L; also some Engineering courses with labs), $1,436 for each half-course program, $718 for each quarter-course program, and $4,308 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: $2,154 for enrollment in a regularly offered Arts and Sciences’ course or an independent study, $2,872 for each science course with a lab, $1,436 for each half-course program, and $718 for each quarter-course program.

3. Ungraded graduate research: $914 per unit.

4. Graduate continuation fee: $2,000 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). \(^1\)

5. Duke alumni: $1,077 for each regular or non-science lab Arts and Sciences’ on-campus course, or $1,795 for a science course with a lab (Engineering courses, including COMPSCI 120L, not included).

6. Applied Music Fees: $194 for 1/2 hr. private lessons; $388 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 nonlaboratory course except physical education activity courses, studio art classes, applied music courses, foreign program courses, independent study courses, and

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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.
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 2006 auditing cost is $215 per regular course and $430 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 4, 2006. Payment for Term II charges will be due on or before Monday, June 19, 2006. 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.
“Taking only one or two classes really allows you to focus on the material you’re learning, which is great for subjects outside your comfort zone.”

(Student, Summer ‘05)

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 11, 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 14 for Term I; and July 28 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 2006 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 10, 2006.

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), 705 Broad 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.

10 Financial Aid
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.”
"Summer Session is a great experience because I am able to do my work without all the commitments and distractions of the regular academic semester."

(Student, Summer '05)

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, recreational center, parking gate, and academic building access. Students should report to the DukeCard Office, 100 West Union Building (919/684-5800), to have a DukeCard made. The DukeCard is also the means of accessing the Dining and Flexible Spending (FLEX) Accounts. Dining and FLEX are two prepaid accounts which allow students to make purchases with their DukeCard at Dining Services locations, retail stores, photocopiers, vending, and laundry machines on campus. The Dining and FLEX Accounts may also be used to purchase pizza and sub sandwiches from several off-campus merchants that deliver food to campus. A FLEX Account can be opened via cash, check, debit card or charge to the Bursar Account at the DukeCard Office and additional deposits can be made at the office, on-line or by visiting any of the DukeCard Express Stations located across campus. The Dining Account can be activated at the DukeCard Office and will be billed to the student’s Bursar Account (see Dining Arrangements).


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, Duke Performances, the Sarah P. Duke Gardens and the Office of Summer Session plan special events throughout the summer, including chamber music, jazz, world music, outdoor films, and an indoor film series. All of these are offered free for Duke students and at very low cost to others. The American Dance Festival is also at home on the Duke campus during the summer, offering workshops and many public performances (see Special Programs section for information on ADF).
**Athletics.** The athletic department invites your participation in the Summer Session Intramural Program by playing Intramural softball. Enter softball teams at Captains' Meeting, May 18 in Term I and July 3 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 best part of doing summer coursework is that you can focus on what you love and you have one of the best chances you will ever have to reflect on your life, goals, passions and choices. Do a summer session!”

(Student, Summer '05)

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 $795 a term per person; two-bedroom suites at a cost of $845 a term per person; two-bedroom apartments at a cost of $990 a term per person; or three-bedroom apartments at a cost of $845 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 26 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 ($240 per term), medium ($485 per term) and large ($775 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 and FLEX Accounts). In addition, Duke University Stores operates locations throughout campus that provide books, educational resources, computers, clothing, school supplies, insignia items, copies, convenience foods, and vending.

Transit Services, Parking, Bicycles. Duke Transit (919/684-2218) operates seven days a week between the hours of 7:15 a.m. (8:30 a.m. weekends) and 9:00 p.m., or by calling 919/684-2218. SAFE Rides (919/684-SAFE [7233]), operates door-to-door van service from 5:00 p.m. to 7:00 a.m. daily on campus when and where bus service does not operate, and to certain off-campus locations. Service maps for Duke Transit and SAFE Rides are available at http://transportation.duke.edu. Transit schedules for summer 2006 will be available at this website after May 1, 2006.

Students with cars must obtain a parking permit from the Duke Parking and Transportation Services Office, 0100 Facilities Center (919/684-PARK [7275]). See http://parking.duke.edu for information. Student parking permit fees are billed to their bursar account. Students living at Central Campus Apartments may only purchase “Central” permits. Students living on West Campus may only purchase permits for the “Blue Zone” on West Campus. Students residing off campus may purchase “Blue Zone” permits or permits for commuter lots based on availability. Parking permits are valid only in their designated zones from 7:00 a.m. to 5:00 p.m., Monday through Friday. Information on valid parking outside these hours is available at the parking website.
Many students enjoy the short walk from Central Campus Apartments through the Sarah P. Duke Gardens (gardens pathways are open 8:00 a.m. to dusk, daily) to West Campus, or ride their bicycles. Registering personal bicycles with Duke Parking and Transportation Services is encouraged and free. Students who do not bring bicycles to campus may wish to inquire with area bicycle shops regarding rentals.

**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, 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 community in an informal way. In addition, study breaks and outings to special events in the surrounding area are organized (don't miss the annual 4th of July Eno River Festival). Calendars of events will be handed out at the Central Campus Housing Office during the first week of each term, or may be obtained from the Summer Session Office.

**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://wwwctlw.du.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 and Transgender Life (919/684-6607), in 02 West Union Building, is also an advocacy and support center.
Special Programs

Languages for Reading Purposes. These eight-week, noncredit courses are intended for graduate students and other researchers who need to consult texts in French, German, Spanish 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 18-July 13, 2006, Mondays, Wednesdays, and Thursdays, 4:30-6 p.m. $650 plus materials per course. For more information call 919/684-5375 or 684-2621.

Writers' Workshop. This creative writing program, featuring instruction across several genres including short fiction, the novel, nonfiction, and poetry, is offered by Duke Continuing Studies in conjunction with Alumni Lifelong Learning. This year, the 27th annual Duke Writers' Workshop will be held at Kanuga Conference Center near Hendersonville, North Carolina, May 7-11, 2006. For further information on the Duke Writers’ Workshop, send e-mail to geubanks@duke.edu, telephone 919/684-6259, or visit 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 or contact: Duke Youth Programs, Box 90700, Duke University, Durham, NC 27708-0700; telephone: 919/684-6259; fax: 919/681-8235; e-mail: youth@duke.edu.
Duke Divinity School. Each summer The Divinity School offers courses intended for the following students: 1) current Divinity School students and/or students officially admitted to the Divinity School beginning with the upcoming fall semester; 2) students currently enrolled in a degree program in an ATS accredited seminary; and 3) students seeking to satisfy academic requirements for ordination in the United Methodist Church as an elder or deacon. For more information, please contact the Divinity School Admissions Office: toll free call 888/GO-2-DUKE; regular telephone 919/660-3436; or e-mail: admissions@div.duke.edu.

Duke Youth Academy. The Duke Youth Academy for Christian Formation seeks rising high school juniors and seniors of all Christian traditions to spend two weeks on campus exploring Christian formation and discipleship. Play… Pray… Study… Worship… Create… Serve… Reflect. The dates for the 2006 Academy will be July 9-22. Applications are due February 17, 2006. 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 8-July 23) you can take a wide variety of dance classes and workshops, participate in the ADF Arts Administrative Internship Program, or simply enjoy the performances. For course registration information or for a season performance brochure, write to the ADF, Box 90772, Duke University, Durham, NC 27708-0772; call 919/684-6402; FAX 919/684-5459; e-mail: adf@americandancefestival.org; web site: http://www.americandancefestival.org.

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

Duke University Nicholas School of the Environment 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 and Policy plus one of five complementary electives. Enrollment in only one course is also permitted. The second option in Term II is to take only General Physics II. Undergraduates, graduate students, and those who already hold an undergraduate or graduate degree are eligible. Summer tuition scholarships and Bookhout Research 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@nicholas.duke.edu.

PreCollege Program (Term II). The PreCollege Program, administered by the Duke University Talent Identification Program (Duke TIP), provides the academic challenge of college-level courses to qualified rising seniors and helps them prepare for the transition to university life. For further information visit http://www.tip.duke.edu or contact 919/668-9100.

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

CULANTH 180S Childhood and Everyday Life. How do ideas about childhood vary across history, culture and discipline? How do children’s daily lives differ from place to place? How do children stand in as symbols of broader political and cultural concerns? This course will explore these questions by considering controversial topics such as education, child labor, militarism, consumerism, adoption, abortion and the illegal trafficking of children. In particular, we will examine how questions of race, ethnicity, class and gender affect both the daily lives of children and the symbolic constructions of childhood. Students will be assigned readings drawn from the fields of anthropology, education, policy, sociology and psychology, and will occasionally view documentary films. Campoamor

ENGLISH 26S American Dirt. In 1893, Frederick Jackson Turner famously announced the closing of the American frontier, asserting that “[T]he growth of nationalism…[is] dependent on the advance of the frontier” and “[T]he most important effect of the frontier has been the promotion of democracy.” The literary conceptualization of human/nature interaction and the legislated policies of land use have changed dramatically since Turner’s frontier thesis. Our course will begin at the end of the nineteenth century, the moment when rhetoric surrounding land use began to take new political, legal/constitutional and socio-cultural form, turning the discussion of American lands from a frontier-focused narrative into an intense debate about wilderness preservation and conservation. We will move through the last century to the contemporary moment, examining multiple texts that articulate, expose or re-imagine what it means to be living on American land. We will see how literary narratives have inspired environmental thought and action, or how they have emerged in response to these politics. We will question broadly: What narratives of citizenship and democratic belonging (or alienation) do these texts put forth? How can we understand the changing discourse surrounding environmental concerns—particularly in literary narratives—and the legislation of environmentalist policy in relation to the formation of American identities? How do literary narratives participate in environmentalist politics and in what ways does this participation also give shape to American identities? Who has been writing these stories and how do they change depending on their moment and site of origin? What role does literary analysis have in developing ecological awareness and in understanding how land use and identity in the U.S. are intricately connected? Our readings will include whole texts or excerpts from “The Subjective Need for Settlements” by Jane Addams, Our National Parks by John Muir, The Land of Little Rain by Mary Austin, O, Pioneers! by Willa Cather, George Washington Gómez by Américo Paredes, Let Us Now Praise Famous Men by James Agee and Walker Evans, A Sand County Almanac by Aldo Leopold, “Notes of a Native Son” by James Baldwin, Silent Spring by Rachel Carson, The Way to Rainy Mountain by Scott Momaday, Desert Solitaire by Edward Abbey, Pilgrim at Tinker Creek by Annie Dillard, White Noise by Don DeLillo, On Deadly Ground directed by Steven Segal, and All Over Creation by Ruth Ozeki. We also will read a few short laws and court opinions along with these texts in order to place them in line with the federal environmental politics during their historical moments. DiStefano

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 begin with early explorers of the New World. Although what Columbus finds (land ho!) tends to fill our historical imaginations, we will pause first on the long journeys that brought him to the Americas. These early narratives will launch our own exploration of the notion that being “at sea” can redefine the geography of the world and one’s place in it. While many of these (non)fictions consider being ungrounded to be unsettling or potentially liberatory, we will also attend to the dangers and threats that ocean crossings can
have. For example, the Middle Passage paradigmatically describes the violences done to bodies and identities when torn from their home. Our readings will also take us on more leisurely uses of waterways (including Henry James’s classic steamship journey to Europe and Hemingway’s exuberance for fish-filled rivers). 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 169CS Romancing the Sublime. “I’ve been scaled man. I’m smooth now.” So an anonymous black soldier tells Michael Herr, a reporter embedded in Vietnam. Herr knows just exactly what the soldier “meant” (that was easy) but not “where he’d been to get his language.” As it turns out, however, the trooper's dichotomy between vertical scaling and horizontal smoothness is a form of American Romantic figuration, or imagistic metaphor; and his eerily passive construction—“been scaled”—is a brilliant invocation of the terrorizing powerlessness of what the Romantics called “the sublime.” So the real question is not where the soldier went to get his language—that's easy (Khe Sahn)—but how and why and to what effect Vietnam made Romantics of so many. The project of American Romanticism was to name the unnameable: to recognize the otherwise unknowable, to vault the limits of consciousness, and to testify to the socially secreted, the ideologically mistaken, the institutionally emergent and the spiritually indescribable. Our challenge this summer will be to meet that discourse more than half way, concentrating on its original incarnation in antebellum New England, then pursuing it elsewhere into the late Gilded Age and key moments of the twentieth century. We will start with Emerson's strange account of becoming a transparent eyeball, prologue and provocation to three crucial dimensions of Romantic vision: its touching upon the ineffable, as Emerson's disembodied ex-stasis is given social form and erotic shape by Whitman, Dickinson, and Herr; its dialectic of (self)incrimination, as Hawthorne's “Minister's Black Veil,” Melville's Billy Budd, and Larsen's Passing turn the tables of readerly interpretation, at the expense of the straight-and-righteous; and its opening up of the envelope of discourse itself, as Melville's Bartleby, Dreiser's Carrie, and James's telegraph operator force us to come to terms with the wordscapes of finance, consumer and technological capitalism, those monstrous reorderings of self-and-society that abide with us still. Ferraro

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(s), 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 is looked at in detail, and put into a broader social, political and economic context. By looking at the crusade movement, students will gain a new perspective

20 Special/Selected Topics Courses
on European life during the Middle Ages, and see a nascent expansionist movement in its early developmental stages. Bell

**HISTORY 103 The American Civil War.** The American Civil War was the most influential event in our nation’s history. It reshaped the political, economic, social and cultural landscape of the country, and clarified the ideals and principles proclaimed in the Declaration of Independence. This course analyzes the history of the American Civil War from its origins in the late eighteenth century to the withdrawal of federal troops from the South in 1877. The course is divided into three sections examining the causes of the conflict, the military operations, and the period of reconstruction, with an emphasis on politics, slavery, experiences of the common soldier and the lives of civilians. Students will examine the mindset of these participants through primary documents including diaries, letters and accounts of battles. Topics of discussion will include political and economic developments in the North and South, the question of race and slavery, emancipation, women’s involvement in the war, diplomatic conduct, military developments, reconstruction and advances in medicine. Issues of continuing relevance such as race, class, freedom, nationalism, state sovereignty and citizenship will also be addressed. Barker

**HISTORY 106S Colonial Encounters in Latin America.** 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. 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. SilverMoon

**LIT 20S Twentieth Century European Political Theater.** This seminar is designed as a survey course that will introduce students to a range of twentieth century Western European (France, Italy, England and Germany) plays now considered canonical, but which were explosively provocative in their day. In addition to exploring a range of European theatrical works, the seminar will also discuss the contested history of the genre of “political theater” from its emergence at the turn of the century through the development of post-modern theater and the advent of home theaters and video. Lectures and assigned scholarly essays will provide participants with knowledge of important historical transformations and theoretical debates surrounding key performances, and with a sense of how critical responses to these performances indicate different understandings of the nature of political resistance and political space. Themes emphasized in the readings and discussions include the treatment of theatrical space as national space, and the changing figures of the criminal and the political enemy on Western European stages from WWI through de-industrialization and decolonization into the early 1990s. Playwrights discussed will include Luigi Pirandello, Jean Anouilh, Bertolt Brecht, Jean Genet, Antonin Artaud, Peter Weiss, Dario Fo, Dacia Maraini, Armand Gatti and others. Post

**LIT 112 Romance in Bollywood Cinema.** Recent years have witnessed a proliferation of films produced by the Bombay film industry commonly known as “Bollywood” in the genre of romance. After the dominance of gangster and action Hindi cinema in the 1970s, some critics have explained the emergence of the romance genre in the 1980s and 1990s as related to contemporary changes in Indian national politics or the global economy. This course attempts to reflect critically on the popularity of contemporary Indian cinema by thinking about its global reception by audiences in England, the United States, Australia and elsewhere. Inspired by Jan Radway’s study of the reading practices of readers of romance novels in *Reading the Romance,* and Purnima Mankekar’s book on the television viewing practices of middle class Indian women in *Screening Culture, Viewing Politics,* the course asks questions about the genre of romance in Bollywood and its place in contemporary film today. No knowledge of Hindi is presumed or required. We will watch and discuss 8-10 films during the class. Dayaratna
**LIT 132 Ideas and Ideology in Modern Literature.** One of the foundational and most decisive determinations of Western thought has been to define Ideas in their difference from the sensible and the temporal. Their intelligible nature and their identity within the temporal would mark this difference. This course will be organized at the convergence of two lines of inquiry. In a theoretical line we will be interested in the philosophical theories of Ideas. We will try to find a different principle of distribution to determine the nature of Ideas than that of the intelligible and the sensible, the temporal and the non-temporal. “Problem” or “Problematic” will be a central category for us. We will try to determine Ideas as problems. Readings from modern literature will constitute the second line, in which we will seek to define the “problems/Ideas” of a given literary text. Instead of dwelling on the “thesis” of the texts as responses to a problem, we will investigate into the characters, places, landscapes, social milieus, objects and individual relations, as well as the syntax and style of the literary texts as determination of a problem embodied by the literary work. Rather than the notion of a problem that disappears once it finds its solution, we will be interested in the notion of a problem whose determination makes visible an entire field of objects that makes a solution possible. In short, by treating problems/Ideas as the creative and thinking acts of literature, we will ask “what does it mean to have ideas in literature?” and “what ideas are created by this particular literary text?” We will also be interested in the question of “ideology,” which sees literary production as the symptom of a complex social organization. Readings will include relevant pieces from philosophers such as Spinoza, Kant, Freud and Deleuze; theoreticians such as Adorno and Jameson; and sociologists such as Gabriel de Tarde and C. Wright Mills. Among the literary texts will be found Samuel Beckett, Wallace Stevens, Malcolm Lowry, Henri Michaux, Franz Kafka and D.H. Lawrence. Eken

**LIT 150 Poetry and Philosophy Around 1800.** Through detailed and close readings of both lyric poetry and philosophy, this course will explore what happens to conceptions about human subjectivity and notions of selfhood – what happens to ideas about what we call a “self” in other words – in the epoch-making period in European culture spanning from roughly 1789 to 1832. We will read some of the most beautiful and rewarding lyric poetry of the English literary canon from the Romantic period – including texts by Wordsworth, Coleridge, Shelley, and Keats – and we will also delve into the dense and equally rewarding world of German philosophy, concentrating on the work of Immanuel Kant. Our guiding focus will be the emergence of a new conception of the self, or the subject, in this period of literary, intellectual and social history. Ostas

**LIT 151 Reading Poetry.** “Poetry” is often perceived as difficult and arcane, or slight and sentimental. But few realize how deeply poetry has shaped and continues to shape how we imagine and express the world and our relation to it: Hallmark sentiments borrow from particular conventions of medieval European love poetry, while contemporary poetry has rarely been so vibrant and widespread as it is today in the form of hiphop. This course looks at poetry from a variety of perspectives: formal (major forms, meters, terms will be introduced), historical (as an evolving mode of communication, from oral to written and back to oral, and across a variety of traditions) and in relation to other arts (particularly visual arts and music). Students will be exposed to a broad selection of modes, from pattern poems and concrete poetry to L=A=N=G=U=A=G=E poetry, from sestinas to hip hop and spoken word. We will spend most of our time reading (and listening) to poetry and learning how to analyze poems for insight into what difference form makes, into the relation between language, subject and representation, into poetry’s relation to history and the relation between conventions and “structures of feeling.” Verse-writing experiments and several short papers are to be expected. Occasional films and music will be presented where relevant. Price

**LIT 151 Anatomy of Crime.** See description for WOMENST 150S below. Nishikawa

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

**PSY 170NS Body Image and the Psychology of Appearance.** This course is an opportunity to learn about and discuss research related to the topic of body image. The subject will be examined through a variety of readings on the sociocultural influences on body image, body image in diverse populations and body image disturbance. Readings will include scholarly publications such as empirical articles and review articles, as well as readings that are accessible to the general public. Learn about the wide range of topics studied regarding body image, as well as how body image is viewed through a variety of academic lenses. Hoy

**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 Buddhism in the United States.** The United States is now home to a tremendous variety of Buddhist traditions, a situation unprecedented in the 2500-year history of Buddhism. This course will introduce a few basic Buddhist doctrines and practices, then focus on the history of Buddhism in the U.S. from the nineteenth century to the present. Race dynamics will be a central theme of the course. Students will also have opportunities to visit Buddhist groups in the community surrounding Duke. Hickey

**RELIGION 185S Religion of Science Fiction.** Speculative fiction in its various incarnations as science fiction and fantasy perennially wanders in realms traditionally considered the purview of religion, raising questions about the ordering of the universe, the nature of existence and the proper basis for human (and non-human) relations. Through careful reading of selected novels and the viewing of several movies – with a possible smattering of short stories and television programs – this class will explore the ways science fiction in particular replays or adapts received religious forms while inventing new forms of its own. We will bring as many different perspectives as possible to our written and filmic texts, but will seek a certain coherence by concentrating on two common preoccupations of science fiction: the social effects of traumatic, even apocalyptic, change; and the question of human identity. Thrall

**SOCIOL 195S Gender, Work and Family.** What is fatherhood, motherhood, childhood? How has our idea of what these categories mean changed over time, and why? This course focuses on the changing nature of families and work, how and why the relationship between the two has changed over the last century, and the implications for individual wellbeing and social inequality. Some of the topics we will examine include: trends in work-force participation and leisure time of men, women and children over the past 100 years; the role of the media in generating conceptions of gender, work and family roles; and theoretical and research issues in the study of work and family. Dunning
WOMENST 150S In Sickness and in Health: Gender and Medicine. Conventional wisdom holds that illness does not recognize differences of gender, race, sexuality or class. Disease, disability and other “disorder-ing” conditions, in other words are thought to cut across these social categories. In this view, health matters are outside of that politicized realm in which bodies come to matter as identities. Working against that line of reasoning, this course will examine the medical construction of American female bodies in a variety of historical, cultural and critical contexts, focusing on relevant scientific, political and cultural practices and on the discourses of illness and disability they intersect. Some of the larger questions that will guide our inquiry include the following: What are the sources of medical science’s claims to objectivity and authority? How does the “knowledge” it produces about our bodies constrain the ways in which women question or otherwise challenge its claims? How is what medicine knows about women’s bodies racialized? What are the racial politics of healthcare historically and in the contemporary context? How is femininity defined in relation to health? What role does heterosexuality play in the cultural construction of conventional notions of health and wellness? In pursuing these questions, we will look to critical histories of medicine and medical science, disability studies, gay and lesbian studies and queer theory, feminist criticism and other types of feminist writing, as well as literature, film and women’s own autobiographical accounts of experiences with disease and disability. Osucha

WOMENST 150S Sex, Gender and Political Theory. “Man is a political animal” as Aristotle wrote in the fourth century B.C., but where and how do women fit into this claim? We will try to answer this question by paying attention to how distinctions between male and female, and masculinity and femininity, both explicitly and implicitly shape the writings of some modern political philosophers. We will be interpreting the work of Machiavelli, J.J. Rousseau, J.S. Mill and Karl Marx with an eye to the categories of sex and gender to examine both the status they intentionally accorded women, but also the way in which their conceptions of masculinity and femininity unconsciously shaped their thinking about politics. In these tasks we will be assisted by the writings of some contemporary feminist political theorists such as Wendy Brown, Seyla Benhabib and Martha Nussbaum. Throughout this course we will be asking ourselves whether men and women have different relations to politics and whether this ought to be the case. Viswanatha

WOMENST 150S Gender Issues in Sports Media. Viewing sports media and marketing as a key site for the articulation of gender issues in U.S. popular culture, this course examines a variety of key social issues and problems concerning women and men in sports and sports media. These include: gender stereotyping and its effects on attitudes, beliefs, and behaviors; legal issues surrounding journalists’ right of access to the locker room and other factors affecting the daily work of journalists and marketers; sexual harassment policies of sports media organizations; homophobia and racism in sports and sports media; transformations in the marketing of women's sports and fitness; and criticism of sports marketers' labor and marketing practices. Kachgal

WOMENST 150S Anatomy of Crime. This seminar examines the representation of gender through generic form in twentieth century crime fiction and film noir. We will seek to understand why the logic of gender difference figures centrally in American and European texts about detection, criminality and the subversion of the law. Where does the figure of the “other woman” stand in relation to the law? How might gender representation determine a reader’s identification with either the lawman or the criminal? Whether a public servant (the police investigator) or a private eye (the ‘dick’), can the agent of detection be imagined in anything other than masculine terms? Although questions like these will guide our inquiry, we will also be attentive to the historical, cultural and aesthetic specificities of each text, addressing in the process topics as diverse as North African immigration to France and the role of forensics in contemporary crime-solving. Authors may include Dashiel Hammett, Patricia Highsmith, Kathy Reichs and Dominque Manotti. Films may include Double Indemnity, Rififi and Sin City. Nishikawa
**Term II**

**CULANTH 180S Cuba.** This course will provide students with an overview of the culture and politics of Cuba, going beyond popular representations of the island as exotic, folkloric or “forbidden” to reveal the unique histories and aspirations of the Caribbean’s largest nation. Drawing on sources ranging from the colonial era to the post-Cold War present, the course will pose such questions as: What does it mean to be Cuban? How are nationalism and national identity imagined and expressed? How are race, gender and sexual identities – from nineteenth-century marriage practices to 1990s drag shows – structured and performed? What are the forces that have shaped Cuba’s historically close, yet ambivalent, relationship to the U.S.? What are the roots of the Cuban Revolution, and how is it remembered and lived today, both on the island and in exile? What role has popular culture – from baseball to the Buena Vista Social Club – played in molding and disseminating ideas about Cuban culture? In addition, special attention will be given to Cuba during the “Special Period in Time of Peace” (1989-present), including tourism, religious revival, economic survival, immigration, human rights and the future of Cuban socialism. 

**ENGLISH 26S Noir America.** Taking popular culture seriously, this course will examine crime fiction and film noir and their relationship to twentieth century America. How do these films and fictions help us make sense of America’s social landscape and history, particularly the history of “marginal Americans?” By considering issues of genre and representation—such as race, class, gender, nationalism and political ideology—we will assess noir’s visual and narrative strategies and explore its relevance to ongoing cultural conflicts. Our investigation will be particularly attentive to the predominantly urban setting of hardboiled fiction and film noir. Set amid the littered streets, dark alleys and decaying buildings of the downtown, these texts frequently represented the postwar crisis of the public city through narratives of social disorder and psychological malaise. What is at stake in the visual representation of the traffic between the city and the violence pervasive in both hardboiled fiction and film noir? What lessons might these representations offer to the present? Finally, pushing the boundaries of the noir concept, we will reconsider its categorical presuppositions: Might we pose a relationship between noir’s “visual style” and its harsh worldview? Does noir have a politics? Is it an ideologically ambiguous aesthetic, or potentially critical cinema?

**ENGLISH 26S Love, American Style: Seduced and Abandoned in Modern Narrative.** The marriage plot, the love triangle, the seduction tale – plotlines patterned by romantic love are a perennial staple narrative fiction, and not simply in those heavily thumbed books published by a press named “Harlequin.” This class proceeds from the assumption that the love plot itself merits more critical attention and readerly regard than those fooled by its sheer ubiquity and ostensibly “vulgar” popularity might concede. Much more than mere cliché—familiar and seemingly inexhaustible in Pulitzer-winning novels and Country-Western songwriting alike—and not simply a cheap, reliable device for advancing or resolving narrative, literary depictions of love, this course argues, are integral to writers’ engagement with the social, political relevance and formal aesthetic conventions of their art, as much in this past American century as in Shakespeare’s time. Proceeding from this claim about the love plot’s centrality to the work of literature in the modern world, this course gives an overview of the major social and aesthetic concerns for twentieth-century American literature, as viewed through the lens of narrative fiction’s romantic obsessions. To underscore this point, our reading list will be heavily tilted toward representations of love that challenge and defamiliarize common assumptions about what (to paraphrase Raymond Carver) our writers talk about when they talk about love. To wit, we will spend much of our time reading about love gone wrong. And as for love gone right, the few happy couples we’ll meet along the way are forced to contend with worlds gone wrong: as the protagonists of Don DeLillo’s *White Noise* could tell us, even the most seemingly perfect unions have their airborne toxic events. Whether illicit, unconsummated, delusional, incestuous, fatal (even murderous!) or
just plain bungled, the dystopian love plots we’ll encounter here have much to teach us about how fiction writers negotiate and represent the dramatic social and political changes of the twentieth century. In terms of style, genre, canonical status and historical framework, the novels and short stories we will read bring into view a broad spectrum of works of twentieth-century American literature. Through close readings, class presentations, and lively discussions, we will discover how love operates thematically and narratively to organize these texts’ addresses to significant historical events, social issues and cultural phenomena. We will discover how representations of love are not only the staging grounds for fiction writers’ engagement with such complex yet also everyday human experiences as desire and sexuality, loss and death—but also with much broader and more politically immediate ideas as technology and consumerism, alienation and community, difference and identity, race and class, and empire and the nation-state. Larger questions we will also take up include whether and how discourses of love—as viewed in this broad sampling of American literature—change over the course of the twentieth century in ways that can’t be accounted for by variations among the texts themselves. Osucha

ENGLISH 139CS Gothic Women: The Sexual Politics of Terror in British Women’s Fiction. Disrupted and haunted by monstrosities, specters, pathos and terror, the Gothic novel spawns representations of the “unexplained” in an era of unprecedented progress in science and technology. During this same era of progress, women began to enter the male-dominated writing profession, and their double status as both women and writers suggests a source for various types of “doubling” in their texts—alter egos, uncanny hauntings and “mad” women locked in attics. By utilizing the common gothic trope of the imprisoned woman and other occasions of sexual transgression, women gothic writers boldly identify unspeakable (sexual and/or violent) crimes and desires. Women gothic writers question the nature of reality and unreality as they are posed in the masculine worlds of science and medicine, writing a powerful critique of the strategies of power inherent in the technological progress that accompanies industrial modernity. This course will read manifestations of the Gothic in six novels, a set of short stories, and a long poem, all written by women. Our readings will be facilitated by oral presentations based on excerpts from historicist, psychoanalytic, post-colonial and feminist approaches to the Gothic drawn from Gilbert and Gubar’s Madwoman in the Attic, Showalter’s The Female Malady, Armstrong’s Desire and Domestic Fiction, Poovey’s The Proper Woman and the Woman Writer, Johnson’s Equivocal Beings, and Poovey’s The Proper Woman and the Woman Writer. Castellano

ENGLISH 139ES Imponderable Bonds: See description for WOMENST 150S below.

Stan

HISTORY 104 The Holocaust and the Third Reich. This course covers the period from the rise of the Nazi Party through the Allied victory in the Second World War, with special emphasis on anti-Semitism and the Holocaust. Students will examine secondary source material on the rise of the Nazi Party, historiographic debates about perpetrators, and first person accounts of victims. Revill

HISTORY 104 Cold War America: Politics, Culture and Technology. In this course we will investigate the various forms that the Cold War took in the U.S. between 1945 and 1991. We will begin with the origins of the conflict and the military and diplomatic events that defined the era. At the same time, we will look at 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. But we will not confine ourselves to anticommunism: we will also examine the American Left in this period and its connections to the American Communist Party and Soviet espionage. And we will take a new look at the civil rights movement and its relation to the Cold War. Did the anticommunist attack on the Left slow down its cause, or did rising international pressure on the U.S. to conform to its self-styled image as a beacon of freedom and democracy clear a path for civil rights legislation? We will also address the relations between the domestic and international pressures of the Cold War to science, technology and education, including the military-industrial complex, as
well as the development of U.S. cultural foreign policy that played a pivotal role in the battle against the Soviet Union. We will conclude the course by looking at the revival of Cold War conflicts in the 1970s and 1980s. This will range from arguments about arms control and the proper treatment of the Soviet Union and Iran-Contra, to the cultural underpinnings of this Cold War revival: the stylized combat between the New Left and the New Right and the cultural and political ambitions, not all unfulfilled, of the Christian Right. *Franzius*

**HISTORY 104 Disease and Disparity in America.** In this course, we will study how disease intertwines with inequality in America. Our objective is to unpack how, to paraphrase the English writer C.S. Lewis, humanity’s “conquest of nature” often turns out merely to be some humans oppressing other humans using nature as their weapon. In each class we will tackle a different aspect of disease and disparities, including race, class, gender, religion, ethnicity, disability and sexuality. *Inrig*

**HISTORY 106S Reconstruction After the American Civil War.** Through the experiences of freed slaves, veterans, former slaveholders, and post-War politicians, this seminar will examine arguably the most important fifteen years in American history—the period of reconstruction after the Civil War. Students will research and discuss the major topics of the period including black voting rights, economic recovery, and the political reintegration of the Southern states into the Union. *Nesson*

**LIT 120B Hitchcock.** Hitchcock is not just a filmmaker—he is genre unto himself. His name is enough to evoke a certain feeling, a mixture of desire and unease that for many viewers is inseparable from the lure of sitting in the darkness of a movie theater. This class will provide an in-depth look at the films by the man known as “the master of suspense.” Beginning with a sampling of his British silent and sound films, we will ultimately focus on the American films from the 1950s and 60s for which he is most famous, including *Rear Window, Vertigo, Psycho* and *The Birds*. The class will engage a variety of interpretations and approaches to these films and will serve as a general introduction to film theory. We will consider questions of sexuality and desire, the concepts of suspense, anxiety and voyeurism and the role of knowledge and subjectivity. Readings will include Freud, Hitchcock, Truffaut, Rohmer, Mulvey, Zizek and others. *Baumbach*

**LIT 120B Film and Human Rights.** This course takes place at the nexus between art and politics. Throughout this course we will seek to unravel the very concept of human rights by reviewing its origination in international human rights policies and philosophical treatises. What is the particular role of cinema in the struggle over human rights? Is it ever possible for cinema to act politically? ever not? Our broad aim is to understand the nature of a political intervention: What makes an intervention just? Ethical? What is the desired outcome? How is the success of an intervention measured? Human Rights film festivals are becoming increasingly popular. In this course we’ll ask critical questions of this exhibition circuit as well as the films featured at these festivals. More specifically, we’ll engage problems of film form: What makes a film a “documentary”? What makes documentary more political than fiction features? What effects can films have? Why might cinema enjoy a unique position in the global struggle over human rights? An interesting case for us will be the Witness Video Project that “arms” human rights defenders with the technology to document human rights abuses and trains partner organizations to utilize the footage to campaign for justice. How can this “video activism” provide a model for visual political intervention? We’ll watch one or more films each week. Our viewings will consist primarily of documentary films. *Warren*

**LIT 131 Imponderable Bonds.** See description for WOMENST 150S below. *Stan*

**LIT 154 Salman Rushdie and Political Theology.** In this course we will investigate the vicissitudes of religion and politics in our contemporary occasion through an intimate engagement with the literature of Salman Rushdie. Rushdie’s corpus – speaking broadly of his works and his real, physical body, both of which require our attention given the reception of *The Satanic Verses* – offers us a particularly rich set of questions and problems, from the limits of humanism to the efficacy of concepts of “evil” to the possibilities of tolerance and
violence under various regimes of belief. In addition to his fiction, we will look closely at selections from his political writing (especially after 2001) as well as various philosophical and theological approaches to humanism and politics – from Carl Schmitt and Hannah Arendt to Giorgio Agamben, Slavoj Zizek and Jacques Derrida. *Leo*

**MUSIC 170S Exoticism and Multiculturalism in Twentieth Century Music.** We know that the West has changed the world, but how has the world changed the West? At the beginning of the twentieth century Western culture appeared fascinated by exotic cultures from around the world. At this turning point in our culture musicians and artists inherited the use of "the other" as exoticism, the realm of the forbidden. Paris was fascinated for decades with its discoveries of Africa and Java at world’s fairs and with its discovery of American Negro music. But these discoveries also changed our culture. In America two cultures—from Europe and from Africa—were meeting and creating new forms, among them the jazz that fascinated Europe early in the twentieth century and the rock music that would change popular music throughout the world. Looking at music throughout the twentieth century—from Puccini and Debussy, from Stravinsky to Cage and Reich, from Elvis to the Beatles to Graceland to World Pop, from Ellington to Herbie Hancock to Coltrane—we will explore how "the other" has changed our music and our culture. At the end of the century we will consider the degree to which we live in a multicultural world. *Parks*

**PSY 170NS Body Image and the Psychology of Appearance.** This course is an opportunity to learn about and discuss research related to the topic of body image. The subject will be examined through a variety of readings on the sociocultural influences on body image, body image in diverse populations and body image disturbance. Readings will include scholarly publications such as empirical articles and review articles, as well as readings that are accessible to the general public. Learn about the wide range of topics studied regarding body image, as well as how body image is viewed through a variety of academic lenses. *Hoy*

**PSY 170OS Substance Use, Abuse and Addiction: Psychological and Sociological Perspectives.** This course will present an overview of the issue of substance use, abuse and addiction. It will focus on the motivations for substance use, the effects of substance use and the outcomes and consequences of substance use. Time will be spent on physiological issues motivating use. Specific attention will be paid to a life course approach to the issue of substance use, abuse and addiction. Specific focus will be given to issues that affect decisions about use, as well as differences in use and treatment programs for adolescents, adults and older adults. Media perspectives that shape attitudes about substance use, abuse and addictions will be considered. Students will identify how the experience of substance use, abuse and addictions and its treatment affects individuals, families, communities and our society. The role of gender, age and race/ethnicity will be considered in historical context and in light of current understandings and approaches. *Franzese*

**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 Christian Identity and the Politics of Anti-Semitism.** In this course we will explore the diverse relations between Jews and Christians from antiquity to the modern era. Special attention will be given to the origins of Christian anti-semitism in the first
through fifth centuries. We will examine how Christian descriptions of Jews create a background against which Christian identity is formulated, and we will trace the social, political and religious implications of these descriptions up to the twentieth century. Drake

**RELIGION 185S English Verse, Religiousy Read.** This course will take the student on a “religious” tour of lyric poetry in the modern English language. It will begin with Tyndale’s translation of Biblical verse and end with Seamus Heaney. Along the way we will examine works by the likes of the metaphysical poets (including Donne and Herbert), Pope and Blake, Browning and Hopkins, Rossetti and Dickinson, Eliot and Auden, Hughes and Angelou, Plath, Levertov and Rich. Anchored as it is in the whole history of the modern English idiom, the course will give due attention to the Christian cultural traditions out of which many of the poets wrote. At the same time it will explore ways in which each poet – whether Christian, Jew or other – engages the creative tensions between cultural forms and traditions, identities, politics and ethics. This will be our exercise whether we are reading poets publicly aligned with a religious tradition or cause, or those who were not. Along with that, we will ask what roles the forms, styles and techniques of poetry play in the larger questions of spirituality and cultural placement. Through such readings, the student will be enabled to encounter poems as windows to a drama of affects, whether societal, communal or personal. Liu

**RELIGION 185S Women Mystics.** See description for WOMENST 150S below. Collingridge

**SOCIOL 195S Health Disparities: Race, Class and Gender.** This seminar will focus on the fundamental causes of disease that lie beyond the scope of medicine and are root causes of health disparities. The course will rely on journal articles and readings from various disciplines including medicine, health policy and medical sociology. The ultimate goal is for students to grasp the underlying issues that lead to health disparities today. Wilder

**WOMENST 150S Imponderable Bonds.** Were one to follow H. R. Jauss in his definition of the aesthetic experience as the enjoyment-of-self-in-the-enjoyment-of-otherness, how would one sketch an alternative history of art, with the feminine as the enjoying self, or – recuperated beyond the bonds of art – as the enjoyed other(ness)? This course focuses on some important landmarks in the history of art, mostly literature and painting from the nineteenth and twentieth centuries, and explores – through the lenses of the feminine presences involved – the allegiances, commitments and shared values holding together various artistic communities. The case studies that we will focus upon (including the Pre-Raphaelites, the Brontes, Virginia Woolf and Vanessa Bell, Sylvia Plath and A.S. Byatt and Margaret Drabble) will give us the opportunity to reflect on various models of femininity and gender constructions as they are implicit, made explicit, problematized or challenged in the work of these artists; the role of literature, poetry and painting in society as perceived by these communities or groups; the relationship between various art forms and the possibilities of dialogue between them; and the idea of artistic bonds across time, and through them, of a feminine enshrined in the intimacy with art. Stan

**WOMENST 150S Women Mystics.** One of the most dangerous claims women have made is that of un-mediated relationship with the Divine. In the Christian tradition this has cost women their freedom and sometimes their lives. Why was this the case? What was so dangerous about asserting that the Divine spoke to you in a vision or a dream? What did these women see and hear in their visions? Do women continue to experience mystical visions in contemporary Christianity? Does one choose to be a mystic or is it unbidden? Is the experience always pleasurable or are mystics deeply troubled by their visions? Are there women mystics in other faith traditions? Rejecting all mediation between themselves and the Divine, mystics frequently claim that they are humble and insignificant and yet close to God. Is this a genuine paradox or a contradiction arising from pride and hypocrisy? We will read passages from the writings of women who are regarded as mystics including Hildegard of Bingen, Elisabeth of Schonau, Hadewijch of Antwerp, Julian of Norwich, and Marguerite Porete. Students will also encounter the experiences of other women, such as Joan of Arc, who asserted that their visions were genuine, even though this endangered them. Christine de
Pizan's "The Book of the City of Ladies" details the visions of a woman who avoided peril, but who has insights into gendered power relations. We will focus on primary sources but will also read from Amy Hollywood's *Sensible Ecstasy: Mysticism, Sexual Difference, and the Demands of History*, and Grace Jantzen's *Power Gender and Christian Mysticism*. Collingridge
“Low stress, great fun – enjoy learning at Duke the way it was meant to be!”
(Student, Summer ’05)

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

Term I
EDUC 140 The Psychology of Work. 5:00-7:05 p.m. Ballantyne
ENGLISH 63S Introduction to Creative Writing. 6:00-8:05 p.m. Brown
LIT 112 Romance in Bollywood Cinema. 6:00-8:05 p.m. Dayaratna
LIT 132 Idea and Ideology in Modern Literature. 5:00-7:05 p.m. Eken
LIT 150 Poetry and Philosophy Around 1800. 5:00-7:05 p.m. Otas
LIT 151 Reading Poetry. 6:00-8:05 p.m. Price
LIT 151 Anatomy of Crime: Gender and Genre. 6:00-8:05 p.m. Nishikawa
PHIL 112 Philosophy of Mind. 5:00-7:05 p.m. Palma
PHYSEDU 15A.02A Weight Training. 5:00-7:05 p.m. Falcone
PHYSEDU 15B.02B Weight Training. 5:00-7:05 p.m. Falcone
PSY 11 Introduction to Psychology. 5:00-7:05 p.m. Donnelly
PSY 170PS Mass Media and Mental Illness. 5:00-7:05 p.m. Schneider
RELIGION 185S Religion of Science Fiction. 6:00-8:05 p.m. Thrall
SOCIOL 195S Gender, Work and Family. 6:00-8:05 p.m. Dunning
WOMENST 150S Anatomy of Crime: Gender and Genre. 6:00-8:05 p.m. Nishikawa

Term II
ENGLISH 63S Introduction to Creative Writing. 6:00-8:05 p.m. Brown
LIT 120B Hitchcock. 5:00-7:05 p.m. Baumbach
LIT 120B Film and Human Rights. 5:00-7:05 p.m. Warren
LIT 154 Salman Rushdie and Political Theology. 5:00-7:05 p.m. Leo
PHYSEDU 15A.02A Weight Training. 5:00-7:05 p.m. Falcone
PHYSEDU 15B.02B Weight Training. 5:00-7:05 p.m. Falcone
PSY 117.02 Statistical Methods. 5:00-7:05 p.m. Diaz
PSY 137 Adolescence. 5:00-7:05 p.m. Maxson
PSY 170PS Mass Media and Mental Illness. 5:00-7:05 p.m. Schneider
RELIGION 185S Women Mystics. 5:00-7:05 p.m. Collingridge
SOCIOL 133.02 Statistical Methods. 5:00-7:05 p.m. Diaz
WOMENST 150S Women Mystics. 5:00-7:05 p.m. Collingridge
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@aa.s.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.

Australia: Sydney, the Northern Territories and Queensland (June 15-July 31). 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 taught by Department of Biology Professor Emeritus Richard Searles. The second course will be selected by the students from several elective courses taught by faculty of the UNSW. Electives are ENGLISH 26S Australian Literature – Imaging Australia, ENGLISH 142 Australian Film & Television Studies, HISTORY 100K Australia – The History and Culture of Sport, HISTORY 100K Australian Environmental History or POLSCI 100Z Comparison of Australian and US Politics. For further information, contact Professor Richard Searles, Department of Biological Sciences, 220 Biological Sciences Bldg., Box 90338, Durham, NC 27708-0338 (Tel.: 919/660-7336; E-mail: searles@duke.edu).

Brazil: Rio de Janeiro (May 15-June 28). 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 taught by Leslie Damasceno, Magda Silva and staff. The second course is PORT 140S/AAAS 140S/CULANTH 140AS Brazilian Popular Culture, 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 23-August 20). This is a two-course, nine-week intensive Chinese language program at Capital Normal University in Beijing. Students earn one year of Chinese-language credit at the intermediate or advanced level. Excursions to local sites are scheduled each weekend with an extended visit to Xian in July. Students live in dormitories and will be assigned a Chinese-speaking partner. Prerequisite: one or more years of Chinese language instruction. For further information, contact Asian/Pacific Studies Institute, 2111 Campus Dr., Box 90411, Durham, NC 27708 (Tel.: 919/684-2604, china-abroad@duke.edu).

Costa Rica: Organization for Tropical Studies (OTS) Field Stations

Program 1: Tropical Biology (May 29-June 27). Field-based, hands-on instruction of tropical biology will be provided in this four-week intensive summer program in tropical biology at OTS’ three 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-credit laboratory course, BIOLOGY 134L Field Tropical Ecology 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 3-August 12). 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* 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* or SPANISH 102 *Advanced Intensive Spanish* 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 1-August 12).** Students will study drama in performance as they see over twenty performances in a variety of both classic and new plays, musicals in London and perhaps, Stratford-upon-Avon. The courses are THEATRST 117S/ ENGLISH 176BS *Theater in London: Text* and THEATRST 151S/ ENGLISH 176CS *Theater in London: Performance*. Classes are taught by Professor John Clum of Duke and a variety of well-known British actors, writers, and directors. The program is designed to meet the needs of both the novice with an interest in theater and the 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 (July 1-August 12).** 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*; ENGLISH 132ES *Victorian Fiction and Poetry*; POLSCI 100LS/ HISTORY 100MS *The Making of Modern Britain*, and POLSCI 100LS *Law and Liability: Personal Injury in Britain and the United States*. For further information, contact Dr. Jeffrey Baker. (E-mail: baker009@duke.edu).

**Flanders and The Netherlands: Ghent and Amsterdam (July 1-August 12).** 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* 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 improve 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 1).** Paris is the stunning backdrop for this two-course, six-week program focusing on French culture, literature and language. Directed by Professor Deb Reisinger of the Romance Studies Department, the program includes excursions to Versailles, the Loire Valley, and the Champagne region. The first course, FRENCH 196 *French Society at the Dawn of the 21st Century* poses cultural questions that are associated with contemporary France such as mentalities, customs, and values. The second course, FRENCH 197 *Le Spectacle Parisien: Performance as Social Criticism* concentrates on theatre and performance. Students will read and attend plays and go behind the scenes at a major theatre. The program is conducted entirely in French; four semesters of college French or equivalent are required. For further information, contact Professor Deb Reisinger, Department of Romance Studies, 015A Languages Bldg., Box 90257, Durham, NC 27708-0257 (Tel.: 919/660-8435, E-mail: debsreis@duke.edu).

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*Study Abroad 33*
Germany: Berlin (June 20-August 1). The Office of Study Abroad and the Department of Germanic Languages and Literature, in cooperation with Rutgers University, will offer a new six-week, two-course program in Berlin. Directed by Germanic Studies Professor William Donahue, Duke Summer in Berlin will offer various levels of German language study, plus a range of elective courses in a stimulating and historical urban environment. The program is interdisciplinary in nature, attractive to students with a substantial interest in German politics and culture. The principal attraction is Berlin itself, the capital of Germany and the economic capital of Europe. The program will also appeal to many students outside the German program, including those from Business, Mathematics, Philosophy, History, Judaic Studies, and Political Science. For further information, contact Professor William Donahue, Department of Germanic Languages and Literature, 116A Old Chemistry Bldg., Box 90256, Durham, NC 27708-0256 (Tel.: 919/660-3089, E-mail: w.donahue@duke.edu).

Ghana: Accra (May 30-July 11). Under direction of Professor Bayo Holsey of the Duke Department of African and African-American Studies, this six-week, two-course program focuses on Ghanaian life and culture and is based at the University of Ghana, Legon, just outside the capital city of Accra. The first course will be in Cultural Anthropology. The second course, CULANTH 100/ SOCIOL 100/ AAAS 102 Ghanaian Culture and Politics 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 Bayo Holsey, Department of African and African American Studies, 2204 Erwin Rd., Box 90252, Durham, NC 27708 (Tel.: 919/684-4067, Email: bayo.holsey@duke.edu).

Greece: Athens and the Islands of the Aegean (May 19-June 19). 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 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.: 919/660-3053, E-mail: mtf@duke.edu).

Italy: Rome (mid-May-mid-June). 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, 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 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 20-July 2). This two-course, six-week program will be taught in English and directed by Professor Bruce Payne of the Duke Department of Public Policy Studies. PUBPOL 195 Policy and the Imagination: Music, Drama, Eros, and Liberty is cross-listed as a Music course. This interdisciplinary course looks at the ideas about republicanism, civic life, music and the visual arts that emerged in Renaissance Venice, and at how those ideas influenced others. Included are history and political theory readings plus readings and live performances from the works of Shakespeare, Verdi, and others. The second course, ARTHIST 135A Venetian Art of the Renaissance (XVth-XVIth century), examines a retrospect of sixteenth-century art, sculpture and architecture – considered the Golden Age of Venetian art -- and will be taught by Professor Maria Agnese Wiel, a Venetian art historian. 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 Bruce Payne, Department of Public Policy Studies, 148 Sanford Institute, Box 90245, Durham, NC 27708-0245 (Tel.: 919/613-7346, E-mail: bruce.payne@duke.edu).

**Mexico: Cholula (May 20-July 1).** In its second year, this popular program is the only language program that offers elementary or intermediate Spanish courses. SPANISH 13 *Intensive Elementary Spanish Institute in Mexico* combines coursework currently offered at Duke in Spanish 1 and 2. SPANISH 16 *Intensive Intermediate Spanish Institute* covers material included in Spanish 63 and 76. Both are “intensive” courses valued at two course credits. Immersion into Mexican society is 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, 15D Languages Bldg., Box 90257, Durham, NC 27708-0257 (Tel.: 919/660-8438, E-mail: jcliffor@duke.edu).

**Russian Republic: St. Petersburg (May 5-June 28).** Russian language and culture courses in St. Petersburg are offered in this seven-week, two-course program. Different levels of language study are available. Classes are taught at the University of St. Petersburg by faculty members of the University. A minimum of two semesters of college level Russian is 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 (May 20-July 1).** 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* and BAA 101L *Quaternary Prehistory of Southern Africa* (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: Madrid (mid-May-late June).** Two courses taught in Spanish are offered for advanced students having at least four semesters of college-level Spanish or the equivalent. In addition to furthering their language training, students have an excellent opportunity to study Spanish culture, history and politics. The program is notably rich in its field trips, including visits to Córdoba, Granada, Salamanca and Segovia. Both courses are taught in Spanish; four semesters of college-level Spanish or the equivalent is required. Students are housed with carefully selected Spanish families. For further information, contact Professor Ignacio Lopez, Department of Romance Studies, 206 Languages Bldg., Box 90257, Durham, NC 27708-0257 (Tel.: 919/660-2436, E-mail: ignacio.lopez@duke.edu).

**Switzerland: Geneva (June 30-August 12).** 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*. 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 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). 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 this one-course, four-week summer program. PHIL 127/ CULANTH 100/ RELIGION 190/ TURKISH 100 Thinking About God: The Nature of Religious Belief at the Crossroads of Judaism, Christianity, and Islam 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).
“Having class everyday is rewarding because it is conducive to doing the best work. I am constantly in contact with instructors with whom I quickly build up rapport.”

(Student, Summer ’05)

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, 2005-2006 (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

<table>
<thead>
<tr>
<th>West Duke Building</th>
<th>Art Building</th>
<th>The Bishop’s House</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carr Building</td>
<td>The Ark</td>
<td>Branson Theater</td>
</tr>
<tr>
<td>Museum</td>
<td>Brodie Recreation Center</td>
<td>Academic Advising Center</td>
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<tr>
<td>East Duke Building</td>
<td>Lilly Library</td>
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<tr>
<td>Biddle Music Building</td>
<td>Baldwin Auditorium</td>
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<tr>
<td>Bivins Building</td>
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### West Campus

<table>
<thead>
<tr>
<th>Duke Chapel</th>
<th>Union Building</th>
<th>Ctr. For Engineering Education</th>
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<tbody>
<tr>
<td>Gray Building</td>
<td>Card Gymnasium</td>
<td>Physics</td>
</tr>
<tr>
<td>Perkins Library</td>
<td>International Studies Center</td>
<td>Allen Building</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>Sanford Institute</td>
<td>North Building</td>
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<tr>
<td>Old Chemistry</td>
<td>Study Abroad</td>
<td>Biological Sciences</td>
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<tr>
<td>Divinity</td>
<td>Ctr. for Engineering Education</td>
<td>Gross Chemical Lab</td>
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<tr>
<td>Sociology-Psychology</td>
<td>Asian/African Languages</td>
<td>Teer Engineering</td>
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<tr>
<td>Social Sciences</td>
<td>Hudson Hall</td>
<td>Levine Research Center</td>
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<td>Bryan Center</td>
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### Medical Center

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<th>Davison Building</th>
<th>Bryan Research Building</th>
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<tr>
<td>Nanaline H. Duke Building</td>
<td>School of Nursing</td>
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<tr>
<td>Jones Building</td>
<td>Medical Science Research Building</td>
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<tr>
<td>Sands Building</td>
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</table>
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 both Term I and Term II in 2006.

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
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<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00-9:15 a.m.</td>
<td>6</td>
<td>3:30-4:45 p.m.</td>
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<tr>
<td>2</td>
<td>9:30-10:45 a.m</td>
<td>7</td>
<td>5:00-7:05 p.m.</td>
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<tr>
<td>3</td>
<td>11:00-12:15 p.m.</td>
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<td>12:30-1:45 p.m.</td>
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<td>7:20-9:25 p.m.</td>
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<tr>
<td>5</td>
<td>2:00-3:15 p.m.</td>
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Final Examination Schedule

June 28 Wednesday Term I Final Examinations begin.

<table>
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<tr>
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<td>9:00 a.m. - 12:00 noon</td>
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<tr>
<td>3</td>
<td>2:00 p.m. - 5:00 p.m.</td>
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<tr>
<td>1, 7, 8</td>
<td>7:00 p.m. - 10:00 p.m.</td>
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June 29 Thursday Term I Final Examinations continue.

<table>
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<tr>
<td>5</td>
<td>2:00 p.m. - 5:00 p.m.</td>
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<tr>
<td>6, 9</td>
<td>7:00 p.m. - 10:00 p.m.</td>
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August 11 Friday Term II Final Examinations begin.

<table>
<thead>
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<tr>
<td>3</td>
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<tr>
<td>1, 7, 8</td>
<td>7:00 p.m. - 10:00 p.m.</td>
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August 12 Saturday Term II Final Examinations continue.

<table>
<thead>
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<td>9:00 a.m. - 12:00 noon</td>
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<td>5</td>
<td>2:00 p.m. - 5:00 p.m.</td>
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<tr>
<td>6, 9</td>
<td>7:00 p.m. - 10:00 p.m.</td>
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In courses in which final examinations are not scheduled, an exam that substitutes for a final examination may not be given during the last three class days of the term. Hourly tests may be given during the last three class days, whether or not a final examination is administered during the exam period. Take home examinations are due at the exam time designated for the period at which the class regularly meets. No activities can be scheduled during the Reading Days. Any deviation from this examination schedule must be approved by the dean of Summer Session.
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).

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>For Audit</th>
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**Term I**

**Term II**

I. Are you currently enrolled as a college student?[ ] Yes (name, city, and state of the institution):

Are you a candidate for a degree? [ ] No [ ] Yes, type: __________________________

Expected date of graduation:

Are you on- or, have you even been on- any type of academic or disciplinary probation at the above institution? [ ] No [ ] Yes

If yes, explain:

II. If you are not presently enrolled, have you attended college in the past?[ ] Yes, degrees held (if any):

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

Were you on any type of academic or disciplinary probation at the time you left any of the institutions above? [ ] No. [ ] Yes. If yes, explain:

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

(Please attach a copy of your admissions offer.)

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

_________________________  __________________________
signature                        date
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