The information in this bulletin applies to the academic year 2004-2005 and is accurate and current, to the extent possible, as of February, 2004. 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 (919) 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.

The Bulletin of Duke University, Volume 73, includes the following titles: The Fuqua School of Business; Nicholas School of the Environment and Earth Sciences; Undergraduate Instruction; the Graduate School; The Medical Center; The Divinity School; Information for Prospective Students; Information for Graduate Studies; Summer Session; Graduate Program in Nursing; The School of Law; and Information and Regulations. Most bulletins are available online at http://www.registrar.duke.edu/webpage/bulletin.html.
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- Biology (BIOLOGY)
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- Dance (DANCE)
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- FOCUS (FOCUS)
Academic Calendar—2004-2005
Trinity College of Arts and Sciences. The Pratt School of Engineering.
Consult calendars of the various schools for additional information.

Summer 2004

March
24 Wednesday—Registration begins for all Summer sessions

May
13 Thursday—Term I classes begin
17 Monday—Drop/Add for Term I ends
31 Monday—Memorial Day. Classes in session

June
9 Wednesday—Last day to withdraw WP or WF from Term I classes
21 Monday—Term I classes end
22 Tuesday—Reading period
23 Wednesday—Term I final examinations begin
24 Thursday—Term I final examinations end
28 Monday—Term II classes begin
30 Wednesday—Drop/Add for Term II ends

July
23 Friday—Last day to withdraw WP or WF from Term II classes

August
4 Wednesday—Term II classes end
5 Thursday—Reading Period
6 Friday—Term II final examinations begin
7 Saturday—Term II final examinations end

Fall 2004

August
18 Wednesday—New student orientation begins; assemblies for students entering Trinity College of Arts and Sciences and The Pratt School of Engineering
19 Thursday, 11:00 A.M.—Convocation for new undergraduate students.
23 Monday, 8:00 A.M.—Fall semester classes begin. Drop/Add continues

September
3 Friday, 5:00 P.M.—Drop/Add ends
6 Monday—Labor Day. Classes in session

October
3 Sunday—Founders’ Day
8 Friday—Last day for reporting midsemester grades
8 Friday, 7:00 P.M.—Fall break begins
13 Wednesday, 8:00 A.M.—Classes resume
22-24 Friday-Sunday—Parents’ and Family Weekend
27 Wednesday—Registration begins for Spring semester, 2005

November
19 Friday—Registration ends for Spring semester, 2005
20 Saturday—Drop/Add begins
24 Wednesday, 12:40 P.M.—Thanksgiving recess begins
29 Monday, 8:00 A.M.—Classes resume

December
2 Thursday—Fall semester classes end
3-5 Friday-Sunday—Reading period
6 Monday—Final examinations begin
8 Wednesday—Reading period (9:00 A.M.—7:00 P.M.)
11 Saturday, 10:00 P.M.—Final examinations end
### Spring 2005

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<thead>
<tr>
<th>January</th>
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<tbody>
<tr>
<td>12</td>
<td>Wednesday, 8:00 A.M. – Spring semester classes begin: ALL classes normally meeting on Mondays meet on this Wednesday only; Wednesday ONLY classes begin Wednesday, January 19; Drop/Add continues</td>
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<tr>
<td>17</td>
<td>Monday– Martin Luther King, Jr. Day holiday: classes are rescheduled on Wednesday, January 12</td>
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<tr>
<td>26</td>
<td>Wednesday, 5:00 P.M.– Drop/Add ends</td>
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<tr>
<th>February</th>
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<tbody>
<tr>
<td>25</td>
<td>Friday– Last day for reporting midsemester grades</td>
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<th>March</th>
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<tbody>
<tr>
<td>11</td>
<td>Friday, 7:00 P.M. – Spring recess begins</td>
</tr>
<tr>
<td>21</td>
<td>Monday, 8:00 A.M. – Classes resume</td>
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<tr>
<td>30</td>
<td>Wednesday– Registration begins for Fall semester, 2005, and Summer 2005</td>
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<th>April</th>
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<tr>
<td>15</td>
<td>Friday– Registration ends for Fall semester, 2005; Summer 2005 registration continues</td>
</tr>
<tr>
<td>16</td>
<td>Saturday– Drop/Add begins</td>
</tr>
<tr>
<td>27</td>
<td>Wednesday– Spring semester classes end</td>
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<tr>
<th>May</th>
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<tr>
<td>2</td>
<td>Monday– Final examinations begin</td>
</tr>
<tr>
<td>4</td>
<td>Wednesday– Reading period (9:00 A.M.–7:00 P.M.)</td>
</tr>
<tr>
<td>7</td>
<td>Saturday, 10:00 P.M.– Final examinations end</td>
</tr>
<tr>
<td>12</td>
<td>Friday– Commencement begins</td>
</tr>
<tr>
<td>15</td>
<td>Sunday– Graduation exercises. Conferring of degrees</td>
</tr>
</tbody>
</table>
University Administration

GENERAL ADMINISTRATION
Richard H. Brodhead, Ph.D., President
Victor J. Dzau, M.D., Chancellor for Health Affairs; and President and Chief Executive Officer, Duke University Health System, Inc.
Peter Lange, Ph.D., Provost
Thruston B. Morton III, B.A., President of Duke Management Company
Tallman Trask III, M.B.A., Ph.D., Executive Vice-President
David B. Adcock, J.D., University Counsel
Joseph L. Allegra, M.B.A., Director of Athletics
John F. Burness, A.B., Senior Vice-President for Public Affairs and Government Relations
H. Clint Davidson, Jr., M.B.A., Vice-President for Human Resources
Kemel Dawkins, B.A., Vice-President for Campus Services
William J. Donelan, M.S., Vice-Chancellor for Health Affairs and Executive Vice-President/Chief Operating Officer, Duke University Health System, Inc.
Tracy Futhey, M.S., Vice-President for Information Technology and Chief Information Officer
N. Allison Haltom, A.B., Vice-President and University Secretary
Larry Moneta, Ed.D., Vice-President for Student Affairs
Benjamin D. Reese, Jr., Psy.D., Vice-President for Institutional Equity
James S. Roberts, Ph.D., Executive Vice-Provost for Finance and Administration
Steven A. Rum, M.S., Vice-Chancellor for Development and Alumni Affairs
Robert S. Shepard, Ph.D., Vice-President for Alumni Affairs and Development
Robert L. Taber, Ph.D., Vice-Chancellor for Science and Technology Development
R. C. “Bucky” Waters, M.A., Vice-Chancellor for Special Projects
Gordon D. Williams, B.A., Vice-Chancellor for Operations, Duke University Medical Center; Vice-Dean for Administration and Finance, School of Medicine; and Vice-President for Administration, Duke University Health System, Inc.
R. Sanders Williams, M.D., Vice-Chancellor for Academic Affairs and Dean of the School of Medicine
William H. Willimon, S.T.D., Dean of the Chapel

GENERAL ACADEMIC ADMINISTRATION
Peter Lange, Ph.D., Provost
Bruce W. Cunningham, Ph.D., University Registrar
Cathy Davidson, Ph.D., Vice-Provost for Interdisciplinary Studies
Robert L. Byrd, M.Phil., M.S.L.S., Acting University Librarian
John Harer, Ph.D., Vice-Provost for Academic Affairs
Kimberly Harris, B.S., Director, Academic Human Resources
David Jamieson-Drake, Ph.D., Director, Institutional Research
Deborah A. Johnson, M.A., M. Ed., Assistant Vice-Provost and Director for Student Information Systems and Services
Jacqueline Looney, Ph.D., Associate Vice-Provost for Academic Diversity and Associate Dean of the Graduate School
Gilbert Merlo, Ph.D., Vice-Provost for International Affairs and Development
Amy Oates, B.A., Director, Academic Financial Services and Systems
Katharine Pfeiffer, M.A., Assistant Vice-Provost and Director, Student Information Services and Systems
Michael P. Pickett, M.A., Special Assistant to the Provost for Academic Technology
James S. Roberts, Ph.D., Executive Vice-Provost for Finance and Administration
Judith Ruderman, Ph.D., Vice-Provost for Academic and Administrative Services
James N. Siedow, Ph.D., Vice-Provost for Research
Lewis M. Siegel, Ph.D., Vice-Provost and Dean of the Graduate School

Arts and Sciences
George L. McClendon, Ph.D., Dean of the Faculty of Arts and Sciences
N. Gregson G. Davis, Ph.D., Dean of the Humanities
Stephen Nowicki, Ph.D., Dean of the Natural Sciences

8 University Administration
Susan Roth, Ph.D., Dean of the Social Sciences
Robert J. Thompson, Jr., Ph.D., Dean of Trinity College and Vice-Provost for Undergraduate Education
Robert F. Barkhau, B.S., Director of Facilities for Arts and Sciences
Charles W. Byrd, Jr., Ph.D., Associate Dean for Academic Affairs
Colleen Fitzpatrick, M.Ed., Associate Dean for Advancement
Thomas D. Mann, A.B., Associate Dean for Administration
Melissa J. Mills, M.B.A., Associate Dean for Computing
Lee W. Willard, Ph.D, Associate Dean for Academic Planning and Special Projects

Trinity College
Robert J. Thompson, Jr., Ph.D., Dean of Trinity College and Vice-Provost for Undergraduate Education
Gerald L. Wilson, B.D., Ph.D., Senior Associate Dean for Administration; Social Sciences and Pre-Law
Martina J. Bryant, Ed.D., Associate Dean for Social Sciences and Pre-Business
Paula E. Gilbert, Ph.D., Director and Associate Dean for Continuing Studies and Summer Session
Norman C. Keul, Ph.D., Associate Dean for Humanities and Interdisciplinary Programs
Mary Nijhout, Ph.D., Associate Dean for Natural Sciences and Pre-Graduate School
Kay H. Singer, Ph.D., Associate Dean for Natural Sciences, Director of Health Professions Advising Center
Ellen W. Wittig, Ph.D., Associate Dean for Humanities
Caroline L. Lattimore, Ph.D., Assistant Dean for Social Sciences
Margaret Riley, Ph.D., Director of Study Abroad and Assistant Dean for Study Abroad

The Edmund T. Pratt Jr. School of Engineering
Kristina M. Johnson, Ph.D., Dean
Tod Laursen, Ph.D., Senior Associate Dean for Education
Linda Franzoni, Ph.D., Associate Dean for Social Sciences
Constance E. Simmons, M.B.A., Assistant Dean for undergraduate Affairs

Student Affairs
Larry Moneta, Ed.D., Vice President for Student Affairs
Zoila Airall, Ph.D., Assistant Vice President for Campus Life
William A. Christmas, M.D., F.A.C.P., Director, Student Health Center
R. James Clack, Ph.D., Director, Counseling and Psychological Services
Sheila Curran, Certificate in Education, Fannie Mitchell Executive Director, Career Center
Leon Dunkley, Jr., Ph.D., Director, Mary Lou Williams Center for Black Culture
Jonathan Gerstl, M.Ed., Executive Director of Jewish Life
Carlisle Harvard, B.A., Director, International House
Gregg Heinselman, M.S., Director, Student Activities and Facilities
Edward Hull, M.Ed., Dean of Residence Life and Executive Director of Housing Services
Karen Krahulik, Ph.D., Director, Center for Lesbian, Gay, Bisexual, and Transgender Life
Donna Lisker, Ph.D., Director, Women’s Center
L. Elaine Madison, J.D., Director, Community Service Center
Caroline Nisbet, M.A., Assistant Vice President for Student Affairs
Julian Sanchez, M.Ed., Director, Center for Multicultural Affairs
Suzanne Wasiolek, M.H.A., J.D., LL.M., Assistant Vice President and Dean of Students

Admissions and Financial Aid
Christoph O. Guttentag, M.A., Director, Office of Undergraduate Admissions
James A. Belvin, Jr., A.B., Director, Office of Undergraduate Financial Aid
Duke University

Duke University was created in 1924 by James Buchanan Duke as a memorial to his father, Washington Duke. The Dukes—a Durham family that built a worldwide financial empire in the manufacture of tobacco and the production of electricity in the Carolinas—had long been interested in Trinity College, the predecessor of Duke University. Trinity traced its roots to 1838 in nearby Randolph County, when local Methodist and Quaker communities joined forces to support a permanent school that they named Union Institute. After a brief period as Normal College (1851-59), a teacher-training institution, the school changed its name to Trinity in 1859, became a liberal arts college, and affiliated with the Methodist Church. The college moved to the growing city of Durham in 1892 when Washington Duke provided financial assistance and another local businessman, Julian S. Carr, donated land. In December 1924, the trustees graciously accepted the provisions of James B. Duke’s indenture creating the family philanthropic foundation, the Duke Endowment, which provided, in part, for the expansion of Trinity College into Duke University.

As a result of the Duke gift, Trinity underwent both academic and physical expansion. The original Durham campus became known as East Campus when it was rebuilt in stately Georgian architecture. West Campus, Gothic in style and dominated by the soaring tower of the Chapel, opened in 1930. East Campus then served as the home of the Woman’s College of Duke University until 1972, when the men’s and women’s colleges merged into the Trinity College of Arts and Sciences. Today, East Campus houses all first-year undergraduate students.

Duke has a long history of educating women. Three young women, the Giles sisters, received Trinity College degrees in 1878. Washington Duke’s gift to the school’s endowment in 1896 was based on the condition that the college would treat women “on an equal footing” by establishing an on-campus residence for them. When West Campus opened in 1930, the original Durham campus became the Women’s College of Duke University while Trinity continued as the name of the men’s undergraduate college. Now, about equal numbers of undergraduate women and men attend Trinity College and the Pratt School of Engineering combined.

Duke, likewise, has a long history in engineering. Beginning as early as 1851, engineering courses were taught intermittently in the nineteenth century. Engineering became a permanent department in 1910, an undergraduate College of Engineering in 1939, and a School of Engineering in 1966 with the addition of graduate courses. The school was renamed the Edmund T. Pratt Jr. School of Engineering in 1999.
Academic expansion of the university throughout its history has included the establishment of other new graduate and professional schools as well. The first Divinity (B.D.) degree was awarded in 1927, the first Ph.D. in 1929, and the first M.D. in 1932. The School of Law, founded in 1904, was reorganized in 1930. The following year, the undergraduate School of Nursing was born, transforming in 1984 to a graduate school. The School of Forestry, which was founded in 1938, became the School of Forestry and Environmental Studies in 1974 and was renamed the Nicholas School of the Environment in 1995, adding "and Earth Sciences" to its name in 2000. The last professional school to become part of Duke University, the business school, was established in 1969 and renamed the Fuqua School of Business in 1980.

Modern times have seen Duke realize its founders' aspirations, becoming a major center of learning far removed from its origins in a log schoolhouse in rural Randolph County. Its reach is now global. Many Duke schools and departments are consistently ranked among the nation's very best, and several have achieved international prominence. The university frequently wins attention for its research achievements and academic innovations, and its faculty often is called upon to provide leaders for academic and professional organizations. Duke continues to work hard to honor James B. Duke's charge to attain "a place of real leadership in the educational world."

Today, Duke embraces a diverse community of learners, including approximately 6,000 undergraduates from a multiplicity of backgrounds. Its motto, Eruditio and Religio, reflects the university's fundamental belief in the union of knowledge and faith, the advancement of learning, and the defense of scholarship; its love of freedom and truth; and its valuation of service to others. Duke University has encouraged generations of students to understand and appreciate the world they live in, their opportunities, and their responsibilities.

For more information, visit http://www.duke.edu/web/Archives/.

The Mission of Duke University

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.
Resources of the University

The Faculty. As previously noted, Duke University originated as an undergraduate college in the nineteenth century. Its awarding of graduate and professional degrees, and its preeminence in many fields of research, came significantly later. Today, the sustaining of an historic devotion to undergraduate teaching is a major priority for Duke University. Duke commits itself to facilitating a sound education for its undergraduate students, most significantly through its building of a strong faculty with expectations for personal attention to teaching along with dedication to research. Indeed, one of our most highly innovative faculty awards, the Bass Professorship, recognizes and fosters cross-fertilization between research interests and pedagogy.

In recent years, Duke has made major efforts to expand the breadth and quality of the faculty across the spectrum of disciplines. The overall university faculty now contains more than 2,000 full-time members, supplemented by instructors whose expertise in the field has qualified them for teaching. Recognizing that a diverse faculty enriches the curriculum and the overall undergraduate experience, Duke seeks to build its faculty with attention to what the whole person brings to the classroom. Faculty research of international acclaim informs undergraduate coursework, and classrooms commonly serve as incubators for new ideas. Undergraduates interact with senior faculty on a regular basis, including freshmen students in the FOCUS program and a series of first-year seminars designed just for them. A number of faculty in the professional schools teach and mentor undergraduates, not only in the classroom but also through independent studies. Interdisciplinary teaching and learning are increasingly emphasized at Duke University in order to confront the complex intellectual and cultural challenges of our modern, global society.

The Library System. The Duke libraries are the shared center of the university's intellectual life, connecting people and ideas. The libraries are the principal gathering point for all faculty and students, across all disciplines and majors. Members of the Duke community come to the libraries for resources that support their academic pursuits as well as for thoughtful conversation with colleagues and lectures and other programs that enrich the campus culture. 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. An array of resources and services is available electronically from the university's libraries. Visit the Duke University libraries' web site at www.lib.duke.edu to learn more.

The William R. Perkins Library. The William R. Perkins Library, the main library of the university, houses books, journals, and electronic resources supporting the humanities and the social sciences as well as a large collection of United States federal and state documents and public documents of many European and Latin American countries. The library is a depository for U.S., North Carolina, and European Community documents. An international focus is evident throughout the library collections, reflecting the global and interdisciplinary nature of contemporary scholarship and teaching as well as the historical strengths of area programs at the university. There are extensive research collections from and about South Asia, Latin America, Africa, Europe, Russia, and Poland, along with one of this country's largest collections of Canadiana. The East Asian Collection offers resources in Japanese, Chinese, and Korean on a variety of topics, with history, politics, literature, and language predominant. The newspaper collection includes many eighteenth century titles; strong holdings of nineteenth century New England papers; and antebellum and
Civil War papers from North Carolina, South Carolina, Virginia, and Georgia; plus many European and Latin American papers.

The Duke University Archives, the official archival agency of the university, collects, preserves, and administers the records of the university that have continuing administrative or historical value. The institutional archives, which also include published material, photographs, records of student groups and faculty, and selected memorabilia, are available for research under controlled conditions on the third floor of Perkins Library.

Holdings of the Rare Book, Manuscript, and Special Collections Library range from ancient papyri to records of twentieth century advertising. They number more than 200,000 printed volumes and more than 15 million items in manuscript and archival holdings. The collections support research in a wide variety of disciplines and programs, including African American studies, anthropology, classics, economics, history, literature, political science, religion, sociology, and women’s studies. Areas of particular strength are the history and culture of the American South, English and American literature, history of economic theory, British and American Methodism, and the history of modern advertising. Digitized versions of selected materials from the Rare Book, Manuscript, and Special Collections Library are available on the Duke libraries’ web site.

The subject-focused branch libraries on the west campus (biological and environmental sciences, chemistry, and engineering and mathematics/physics) collect books, journals, and reference materials needed by scholars working in the corresponding disciplines. Access to networked electronic resources and specialized databases is also available in the branches.

On the east campus the Music Library and the Music Media Center, located in the Mary Duke Biddle Music Building, are administered as a single unit within the Perkins Library system. The Music Library’s rapidly expanding collection comprises music scores, 110,000 books on music, and over 200 music-related journals. The Music Media Center’s 20,000-item collection includes DVDs, laser disks and videos, compact disks, cassettes, LP recordings, and more than 10,000 microforms.

The Lilly Library, also on the east campus, holds the university’s principal collections for the visual arts, art history, philosophy, and theater studies. It also houses the primary film, video, and media collection for the Perkins Library System. This collection numbers more than 13,000 feature films, documentaries, experimental and animated titles and is international and interdisciplinary in scope. In addition, the Lilly Library is the primary provider of library service to first-year students.

In Beaufort, North Carolina, at the Marine Laboratory, the Pearse Memorial Library supports interdisciplinary education and research with a primary focus on the marine environment. The library’s holdings encompass marine biology and biotechnology, oceanography, botany and biochemistry, and coastal resource management.

The Duke libraries participate in several consortial arrangements that extend the total resources available to students and faculty. The longest-standing affiliation (Triangle Research Libraries Network) is with the neighboring universities. The libraries at Duke, the University of North Carolina at Chapel Hill, North Carolina State University and North Carolina Central University offer convenient access to each others’ collections. From the online catalog at Duke, it is possible to call up information about library holdings at all four institutions. With a TRLN card, students and faculty have direct borrowing privileges on all of the campuses. In all Duke libraries there are information desks where assistance is available during most open hours. Professional reference service is also available in all libraries. The primary responsibility of the reference librarians is to guide patrons in making the most effective use of materials owned by the library or accessible electronically. In addition to the individual support they provide, librarians also offer formal and informal instruction to groups of students, faculty, and university staff.
The university libraries sponsor many literary readings and other public programs each year, including the Engaging Faculty lecture series. These lectures are informal, interdisciplinary conversations that provide an opportunity for faculty to hear about the work of their colleagues in other departments and give students and the general public a chance to learn about current research at the university.

Tours of the Perkins Library are given frequently during the first few weeks of each semester. Information about other campus libraries may be obtained from the staff in each of the libraries. Handbooks about library services and facilities are also available in each of the libraries.

The Medical Center Library. The Medical Center Library, located in the Seeley G. Mudd Building, provides the services and collections necessary to further educational, research, and clinical activities in the medical field. Services are available to Medical Center faculty, staff, and students from the School of Medicine, School of Nursing, Division of Allied Health, and Duke Hospital; as well as graduate departments in the basic medical sciences.

Over 285,190 volumes are available, including the Trent Collection in the History of Medicine. Approximately 1,503 journal subscriptions are currently received and the library has extensive back files of older volumes. The collection contains over 1,013 audiovisual titles. The Medical Library Education Center (MLEC), located on the lower level of the library, houses an electronic classroom for hands-on computer training. The Frank Engel Memorial Collection consists of a small group of books on consumer health and nonmedical subjects for general reading, together with several newspapers and popular magazines.

Traditional library services include reference, circulation, Internet assistance, and document delivery services which are supplemented by mediated and self-service online database searching. Public workstations for searching databases and the online catalog are available in the reference area and other areas of the library. Detailed information on services and resources may be found in the information guides available at the library.

The School of Law Library. The School of Law Library, with over 600,000 volumes, serves both the university and the local legal community. It features comprehensive coverage of basic Anglo-American primary source materials, including nearly all reported decisions of federal and state courts, as well as current and retrospective collections of federal and state codes and session laws. Digests, legal encyclopedias, and other indexing devices provide access to the primary documents. A large section of the library collection is devoted to treatises on all phases of law, as well as history, economics, government, and other social and behavioral sciences relevant to legal research. The treatises are organized in the Library of Congress classification system and are accessible through the Duke University online catalog. Special treatise collections are maintained in several subject areas, including the George C. Christie collection in jurisprudence and the Floyd S. Riddick collection of autographed senatorial material. The library is a selective depository for United States government publications, with concentration on congressional, judicial, and administrative law materials. The library receives the records and briefs from the United States Supreme Court and the North Carolina Supreme Court and Court of Appeals. In addition to its U.S. holdings, the library holds substantial research collections in foreign and international law. The foreign law collection is extensive, with concentrations in Australia, Canada, France, Germany, Great Britain, India, and South Africa. The international law collection is strong in primary source and treatise material on both private and public international law topics. Undergraduate and graduate students whose course of study requires access to legal literature may use the library. However, access to the library may be restricted during certain times.

The Office of Information Technology. The Office of Information Technology (OIT) is responsible for computing, telephony, and televideo services and support for
the university community. OIT’s web site, at www.oit.duke.edu, offers software downloads, detailed procedures, numerous contact points, and many other resources to help students, faculty, and staff make the most of Duke's information technology resources.

Computing. All undergraduate residence halls and Central Campus apartments are wired for direct access to DukeNet, the campus-wide computer network. Members of the Duke community are assigned their own e-mail accounts, which they can use on their own computers or on computers stationed in labs throughout the campus. During the first weeks of school, OIT helps students establish their DukeNet connections and provides them with a free Internet survival kit, software, and instructions to help them get started on the Internet.

SWAT (Students with Access to Technology). One of OIT’s first priorities when students arrive on campus is to make sure they get connected to the DukeNet. The SWAT team of technically trained student consultants visits the residence halls and ensures that all students’ personal computers are connected to DukeNet within the first week of classes. SWAT takes place at the beginning of each school year.

Help Desk. Help Desk staff are available to assist students with Duke supported software, hardware, and services. The Help Desk web site is at www.oit.duke.edu/helpdesk.

Computer Labs, E-mail Stations, and Quad Printers. There are twenty general-purpose computer labs across the four Duke campuses (East, West, North and Central). The labs have been designed to meet a wide spectrum of student needs and consist of Windows, Macintosh, Sun workstations, and networked laser printers. In addition to the general-purpose computer labs, OIT oversees a number of e-mail stations and residential quad printer stations. The e-mail stations, which are heavily used, 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. The residential quad printer stations are located in the residential quads and provide students with the ability to print to a local networked laser printer. For additional information, visit www.oit.duke.edu/labs.
On-site Lab Support. If questions or problems arise while working in a computer lab or with the computer in their room, students can stop by the on-site support desk in Perkins Library or the Brown residence hall computer labs to receive assistance from one of our consultants.

Technology Training. Hands-on training workshops are available to both graduate and undergraduate students on a number of popular software applications such as Macromedia Dreamweaver, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Mulberry, and computer security. The workshops are typically one-hour sessions filled with useful, skill-building techniques. For additional information or to register for a workshop, visit www.oit.duke.edu/ats/training.

Telephones. Duke offers optional telephone service in on-campus residences. There is a monthly fee for the local service, and long distance is billed on a per-minute basis. Domestic calls are billed at 7 cents a minute, while the rates for international calls vary by country. Other rate-based services include paging and cellular service. For more information, see www.oit.duke.edu/resserv.

Cable Television. DTV, Duke Cable Television, provides state-of-the-art cable TV service. Viewing options include EdNet, a free service offering educational and news programming; DevilVision, which contains over 40 entertainment and network channels; and other premium channel options and combinations. For more information, see www.oit.duke.edu/resserv/cabletv.htm.

Cflix. Cflix is a web-based service students can access from computers in their dormitory room. They can select VHS-quality programming at any time, either on their PC monitor or by connecting the PC to their television. When a selection is made, content is instantly delivered (via streaming technology) to their PC from Cflix’s nearest available media server. Cflix is available 24/7 to all on-campus students. See the Cflix link at www.oit.duke.edu/resserv/cabletv.htm.

Science Laboratories. In addition to the teaching and research laboratories in the departments of natural and social sciences and in the Pratt School of Engineering, there are other facilities in which some advanced undergraduates work on individual projects. These include the Duke University Marine Laboratory in Beaufort, North Carolina; the Phytotron of the Southeastern Plant Environment Laboratories, located on the Duke campus; the Duke Forest, adjacent to the campus; the Duke University Primate Center in Duke Forest; the Triangle Universities Nuclear Laboratory; the Free Electron Laser Laboratory, also on campus; and the Brain Imaging and Analysis Center in the Medical School. The Levine Science Research Center, which opened in 1994, houses 341,000 gross square feet consisting of laboratories, office, and classroom space for interdisciplinary science research, state-of-the-art teaching laboratories, and shared instrumentation facilities. It also houses the Center for Cognitive Neuroscience. Undergraduates have the opportunity to pursue research in an array of science facilities with access to the LSRC and specialized instrumentation across the campus.

Duke as a Residential University

Duke enjoys a long tradition as a residential university and has sought to provide for undergraduates attractive on-campus housing in both residence halls and apartments. While the university was established to provide a formal educational opportunity for students, Duke has always taken the position that education encompasses social and personal development as well as spiritual and intellectual growth. Duke seeks to provide a supportive environment substantially anchored in its residential program.

Educational, cultural, recreational, social, and outdoor adventure programming is planned and presented throughout the year for living groups through the cooperative work of Student Affairs, Trinity College of Arts and Sciences, the Pratt School of Engineering, and resident students. There are a number of faculty members who live...
in residence halls. Seminar rooms are also located in several houses. The goals of these various programs are to enhance the quality of intellectual and social life for the residents on campus, to facilitate student-faculty interaction outside of the formal classroom setting, and to develop a greater sense of community within the individual residence halls as well as within the greater university.

The Undergraduate College and School

In Trinity College of Arts and Sciences and the Pratt School of Engineering, instruction is offered by university faculty who engage in research and in graduate and undergraduate teaching. Duke offers its undergraduates the opportunity to study with many internationally recognized experts in their disciplines and with faculty members who are jointly committed to undergraduate instruction and to the advancement of knowledge. The university recognizes that students learn not only through formal lectures, but also through the interplay of ideas among faculty members and students; thus, it offers undergraduates opportunities to test their ideas against those of their professors and to engage with those who have committed their lives to academic careers.

The university, if it is doing its job properly, is educating citizens of the United States and of the world, not only individuals aspiring to personal fulfillment. At Duke, the men and women who earn degrees are likely to become leaders in industry, government, and the professions. They will have influence on and will be influenced by the social fabric of which they are a part. The kind of people they become will matter not only to them and their families, but also to their communities, to the United States, and to the countries of the rest of the world.

Amidst changing external conditions, the university must ensure that students acquire the tools and flexibility to prepare them for life-long learning activities.

Trinity College of Arts and Sciences. Trinity College is the undergraduate liberal arts college within the School of Arts and Sciences. Situating the liberal arts college at the heart of a major research university provides Trinity students with opportunities to connect to the full array of faculty scholarship. Within Arts and Sciences, 597 Arts and Sciences faculty from 33 departments and programs teach in the undergraduate program.

The undergraduate educational experience is rated one of the finest in the country. Distinctive characteristics are interdisciplinary programs that build bridges among fields, emphasis on internationalization, and an innovative undergraduate curriculum which affirms the values and skills of the liberal arts: critical thinking, problem solving, synthesis, and writing. The curriculum encourages the pedagogies of engagement, both within and outside the classroom, and opportunities for student research, internships, and service learning complement more formal coursework. Cross cultural fluency is integral, and some forty percent of Trinity students study abroad in semester, year, and summer programs. This innovative undergraduate course of study infuses students with the excitement of discovery and prepares them with the skills and experiences necessary for successful leadership and satisfying lives in the new millennium.

Pratt School of Engineering. The undergraduate engineering program at Duke University is designed both for students who intend to become professional engineers and for those who desire a modern, general education based on the problems and the promises of a technological society. The environment in which students are educated is as important in shaping their future as their classroom experiences. In the Pratt School of Engineering this environment has two major components: one is modern technology derived from the research and design activities of faculty and students in the school; the other is the liberal arts environment of the total university, with its humanitarian, social, and scientific emphases.
Engineering is not a homogeneous discipline; it requires many special talents. Some faculty members in the Pratt School of Engineering are designers; they are goal-oriented, concerned with teaching students how to solve problems, how to synthesize relevant information and ideas and apply them in a creative, feasible design. Other engineering faculty members function more typically as scientists; they are method-oriented, using the techniques of their discipline in their teaching and research to investigate various natural and artificial phenomena.

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.

THE PLEDGE

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.
Degree Programs
Degrees and Academic Credit

Duke University offers in Trinity College of Arts and Sciences the degrees of Bachelor of Arts and Bachelor of Science, and in the Pratt School of Engineering the degree of Bachelor of Science in Engineering. Within the curriculum of each college or school, students have the major responsibility for designing and maintaining a course program appropriate to their background and goals. They are assisted by faculty advisors, departmental directors of undergraduate studies, and academic deans. Students must accept personal responsibility for understanding and meeting the requirements of the curriculum.

Credit toward a degree is earned in units called semester courses (s.c.), commonly abbreviated as courses, which ordinarily consist of three to four hours of instruction each week of the fall or spring semester or the equivalent total number of hours in a summer term. Double courses, half courses, and quarter courses are also recognized.

Trinity College of Arts and Sciences

A variety of approaches to a liberal education is provided by Program I and II. Either program leads to the Bachelor of Arts or Bachelor of Science degree, and each requires thirty-four semester courses to satisfy the requirements for the degree.

PROGRAM I

This innovative curriculum is meant to encourage breadth as well as depth, and provide structure as well as choice. It reflects Duke’s desire to dedicate its unique resources to preparing its students for the challenging and rapidly changing global environment. The curriculum provides a liberal arts education that asks students to engage a wide variety of subjects: arts, literatures, and performance; civilizations; natural sciences, quantitative studies; and social sciences. It supports a cross-cultural and interdisciplinary approach to knowledge and fosters the development of students’ abilities to read and think critically and in historically and ethically informed ways, to communicate lucidly and effectively, and to undertake and evaluate independent research.

The curriculum has two components: general education and the major.

Two interrelated features combine to form the general education component: Areas of Knowledge and Modes of Inquiry. Since a course may have several intellectual goals and intended learning outcomes, it may potentially and simultaneously satisfy more than one general education requirement, as well as requirements of a major, minor, or certificate program.

Students must complete the requirements of the curriculum listed below and explained more fully on the following pages in order to satisfy the requirements for the degree. No degree requirements (including prerequisites), except the requirement for thirty-four courses credits and continuation requirements, may be met by a course passed under the pass/ fail grading system.
General Education requirements consisting of the following:

Required Courses:

Areas of Knowledge. Two courses in each of the following five areas:
- Arts, Literatures, and Performance (ALP)
- Civilizations (CZ)
- Natural Sciences (NS)
- Quantitative Studies (QS)
- Social Sciences (SS)

Modes of Inquiry. Courses designated as offering exposures to each of the following Inquiries, as indicated below:
- Cross-Cultural Inquiry (CCI): two courses.
- Ethical Inquiry (EI): two courses.
- Foreign Language (FL): one to three courses in the same language, determined by level of proficiency. The details of the FL requirement are explained more fully below.
- Writing (W): three courses, including Writing 20 in the first year, and two writing-intensive (W) courses in the disciplines, at least one of which must be taken after the first year.
- Research (R): two courses.

Advanced placement credits, international placement credits, and pre-matriculation credits for college courses taken elsewhere before matriculation in the first-year class at Duke do not count toward the general education requirements.

Independent Study courses do not count toward the general education requirements except for the Research designation, if so designated. One research independent study (coded R) may be submitted toward the requirement of writing-intensive courses (W) in the disciplines.

Transfer courses and interinstitutional courses may be considered for approval to count toward the Area of Knowledge and Modes of Inquiry requirements.

The Major

The requirements for majors in the department or program in which a student wishes to obtain a bachelor’s degree (see below) are described after the course listings for each department or program.

The Minor

Minors are available although not required. They are described after the course listings for each department or program.

Elective courses

Advanced placement credits, international placement credits, and pre-matriculation credit for college courses taken elsewhere before entering the first-year class may function only as elective courses. Other courses that a student is using as electives may or may not carry general education designations.

Small Group Learning Experiences

- During the first year: one of the following: (1) a first-year seminar (i.e., 49S), (2) a 20-series seminar, (3) a FOCUS program seminar, or (4) any other full course designated as a seminar.
- During the junior and senior years: at least two full courses designated as seminars, tutorials, independent study, or a thesis course.
Course credits

There are several separate and specific requirements concerning course credits in Trinity College. Thirty-four (34) courses are required for graduation, not more than two with a grade of D, and including:

- No more than one credit of physical education activity (i.e., two half-credit activity courses), four credits of dance/American Dance Festival technique/performance (i.e., eight half-credit courses), two credits for house courses (i.e., four half-credit house courses), six from a professional school (e.g., business, engineering, law, medicine, environment courses numbered 200 or above), four in military science, and one credit from academic internships.

- The number of advanced placement, international placement credits, and transfer credits allowed. (See the sections on advanced placement and transfer of work elsewhere, in the chapter “Academic Procedures and Information.”)

Areas of Knowledge. Historically, the ways in which knowledge has been organized reflect both differences in subject matter and methods of discovery. This delineation is dynamic, marked by increasing differentiation and an array of academic disciplines. Disciplines have traditionally been grouped into three divisions: humanities, social sciences, and natural sciences. Duke has chosen to divide the humanities and natural sciences further to assure that undergraduates engage the full range of substantive concerns and approaches there. Thus, the curriculum adopts the following division of courses—into the five areas of knowledge of arts, literatures, and performance; civilizations; natural sciences; quantitative studies; and social sciences. Through courses in arts, literatures, and performance, students learn about the creative products of the human intellect; courses about civilizations ask students to attend to the analysis and evaluation of ideas and events that shape civilizations past and present. Through courses in natural sciences students learn how to interpret and utilize information in an increasingly technological world, while courses in quantitative studies, including computer science, mathematics, and statistics, help develop skills of inference and analysis. Through courses in the social sciences students learn about the causes of human behavior and about the origins and functions of the social structures in which we operate. Because Duke believes that engagement with each is essential, not optional, for an informed and educated person in the twenty-first century, students must satisfactorily complete two courses in each area.

Modes of Inquiry. The first three of the six required Modes of Inquiry address important cross-cutting intellectual themes that represent enduring focal points of inquiry and involve application of knowledge to which many disciplines speak. Students need to be prepared to grapple with issues pertaining to them throughout their lives and careers. These themes are (1) cross-cultural; (2) ethical; and (3) involving science, technology, and society. Students must take two courses providing exposures in each of these three modes.

Cross-Cultural Inquiry (CCI). This Mode of Inquiry provides an academic engagement with the dynamics and interactions of culture(s) in a comparative or analytic perspective. It involves a scholarly, comparative, and integrative study of political, economic, aesthetic, social and cultural differences. It seeks to provide students with the tools to identify culture and cultural difference across time or place, between or within national boundaries. This includes but is not limited to the interplay between and among material circumstances, political economies, scientific understandings, social and aesthetic representations, and the relations between difference/diversity and power and privilege within and across societies. In fulfilling this requirement, students are encouraged to undertake comparisons that extend beyond national boundaries and their own national cultures and to explore the impact of increasing globalization.
Ethical Inquiry (EI). Undergraduate education is a formative period for engaging in critical analysis of ethical questions arising in human life. Students need to be able to assess critically the consequences of actions, both individual and social, and to sharpen their understanding of the ethical and political implications of public and personal decision-making. Thus, they need to develop and apply skills in ethical reasoning and to gain an understanding of a variety of ways in which, across time and place, ethical issues and values frame and shape human conduct and ways of life.

Science, Technology, and Society (STS). Advances in science and technology have wrought profound changes in the structure of society in the modern era. They have fundamentally changed the world, both its philosophical foundations, as in the Copernican or Darwinian revolutions, and in its practical everyday experience, as in the rise of the automobile and television. In the second half of the last century, the pace of such change accelerated dramatically; science and technology will play an even greater role in shaping the society of the future. If students are to be prepared to analyze and evaluate the scientific and technological issues that will confront them and to understand the world around them, they need exposure to basic scientific concepts and to the processes by which scientific and technological advances are made and incorporated into society. They need to understand the interplay between science, technology, and society— that is, not only how science and technology have influenced the direction and development of society, but also how the needs of society have influenced the direction of science and technology.

The six required Modes of Inquiry also include Foreign Language, Writing, and Research.

Foreign Language (FL). Duke has set internationalization as an institutional priority in order to prepare students to live in an increasingly diverse and interdependent world. By developing proficiency in a foreign language, students can develop cross-cultural competency and become more successful members of their increasingly complex local, national, and international communities. Foreign language study substantially broadens students' own experiences and helps them develop their intellect and gain respect for other peoples. Students need an awareness of how language frames and structures understanding and effective communication, and a study of foreign language improves students' native language skills.

To satisfy the foreign language competency requirement students must complete one of the following:

(1) For students who enter their language study at Duke at the intermediate level or above, and intend to complete their requirement in that language:

Completion of a 100-level course that carries the FL designation. Therefore, students who place into the first semester of the intermediate level will take three full courses, students who place into the second semester of the intermediate level will take two full courses, and students who place into the 100 level will take one course.

In acknowledgement of the differences in the acquisition process of non-cognate vs. cognate languages, course work through the intermediate level may, in some cases be sufficient for specific non-cognate languages. Such exceptions must be approved by the director of undergraduate studies in the department of that non-cognate language. Greek and Latin, and Romance and Germanic languages are the cognate languages offered at Duke.

Russian requires an official written and oral proficiency examination at Duke for foreign language placement. Students in German will be tested during the first week of classes to verify placement. Students who plan to continue studying any other language should consult with the director of undergraduate studies in that language or see the table "College Board Tests" in the chapter "Academic Procedures and Information."
2) For students who begin their study of a foreign language at Duke in an elementary language (first or second semester) course, and intend to complete their requirement in that language:

   The successful completion of three full courses in the same language that carry the FL designation.

   Students must be registered in an FL designated course no later than the first semester of their sophomore year. However, in exceptional circumstances, students may petition their dean for an extension of this deadline. Foreign language courses below the intermediate level (other than FLAC courses) cannot be used to satisfy requirements in Areas of Knowledge or other Modes of Inquiry. FLAC courses (Foreign Language Across the Curriculum) are taught in a foreign language but offered in departments other than the foreign language and literature departments.

**Writing (W).** Effective writing is central to both learning and communication. To function successfully in the world, students need to be able to write clearly and effectively. To accomplish this, they need to have a sustained engagement with writing throughout their undergraduate career. Thus, students must take at least three writing courses at Duke: a) Writing 20 in their first year and b) two writing-intensive courses (W) in the disciplines, at least one of which must be taken after their first year. Through the latter type of courses students become familiar with the various modes and genres of writing used within an academic discipline and learn how the conventions and expectations for writing differ among the disciplines.

**Research (R).** As a research university, Duke seeks to connect undergraduate education to the broad continuum of scholarship reflected in its faculty. Such a rich setting provides students with opportunities to become involved in a community of learning and to engage in the process of discovery and move beyond being the passive recipients of knowledge that is transmitted to being an active participant in the discovery, critical evaluation, and application of knowledge and understanding. Engagement in research develops in students an understanding of the process by which new knowledge is created, organized, accessed, and synthesized. It also fosters a capacity for the critical evaluation of knowledge and the methods of discovery. This is important not only for undergraduates who wish to pursue further study at the graduate level, but also for those who seek employment in a rapidly changing and competitive marketplace. Students are required to complete two research exposures; one Research Independent Study (coded R) may be submitted for approval for the Writing in the disciplines (W) designation.
In addition to the descriptive representation of the general education requirements stated above, they may also be represented by the following matrix:

**General Education Requirements**

<table>
<thead>
<tr>
<th>Areas of Knowledge¹ (Minimum required)</th>
<th>Modes of Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cross-Cultural Inquiry</td>
</tr>
<tr>
<td>Arts, Literatures, and Performance (2)</td>
<td></td>
</tr>
<tr>
<td>Civilizations (2)</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences (2)</td>
<td></td>
</tr>
<tr>
<td>Quantitative Studies (2)</td>
<td></td>
</tr>
<tr>
<td>Social Sciences (2)</td>
<td></td>
</tr>
<tr>
<td>Other²</td>
<td></td>
</tr>
<tr>
<td>Minimum Exposures Required</td>
<td>2</td>
</tr>
</tbody>
</table>

¹ Courses will be designated with regard to their Area(s) of Knowledge. Courses can be counted toward only one Area.

² Courses offering exposures to Modes of Inquiry that do not count toward Areas of Knowledge.

³ The requirement is based on a required level of proficiency. No student will be required to take more than three courses. Foreign language courses below the intermediate level (other than FLAC courses) cannot be used to satisfy requirements in Areas of Knowledge or other Modes of Inquiry. Students must be registered in an FL designated course no later than the first semester of their sophomore year; however, in exceptional circumstances, students may petition their dean for an extension of this deadline.

⁴ Writing 20 must be taken in the first year; at least one of the two additional courses coded W must be taken after the first year.

N.B.: Independent Study Courses do not count toward the general education requirement. One Research Independent Study (coded R) may count toward the Writing in the Disciplines (W) requirement.

The Major. Students are expected to acquire some mastery of a particular discipline or interdisciplinary area as well as to achieve a breadth of intellectual experience. They therefore complete a departmental major, a program major, or an interdepartmental major. All majors require a minimum of ten courses, at least eight of which must be at the 100 level or above. The total number of courses that a department/program may require at any level in the major and related departments may not exceed seventeen semester courses for the Bachelor of Arts degree and nineteen semester courses for the Bachelor of Science degree. At least half the courses for a student's major field must be taken at Duke although individual departments and programs offering majors may require that a greater proportion be taken at Duke. Students are responsible for meeting the requirements of a major as stated in the bulletin for the year in which they matriculated.
in Trinity College although students have the option of meeting requirements in the major changed subsequent to the students' matriculation. A student who declares and completes requirements for two majors may have both listed on the official record. Two majors is the maximum number of majors that may be recorded on a student's record. See the chapter "Academic Procedures and Information" for the majors within each degree and for procedures on declaring a major.

Departmental Major. The courses for a departmental major may include introductory or basic prerequisite courses and higher-level courses in the major department or in the major department and related departments. Departmental majors are available in art history, Asian and African languages and literature, biological anthropology and anatomy, biology, chemistry, classical civilization, classical languages, computer science, cultural anthropology, earth and ocean sciences, economics, English, French studies, Germanic languages and literature, history, Italian and European studies, mathematics, music, philosophy, physics, political science, psychology, public policy studies, religion, Russian, sociology, Spanish, theater studies, and visual arts. The courses required for a major are specified by the department. The requirements appear in the section following each department's course descriptions.

Program Major. Students may satisfy the requirement by completing work prescribed for a major in approved programs, often interdisciplinary. These programs include African and African American studies, Canadian studies, comparative area studies, environmental sciences, environmental sciences and policy, linguistics, literature, medieval and Renaissance studies, and women's studies. The requirements for these majors appear under each program in the chapter "Courses and Academic Programs."

Interdepartmental Major (effective for students declaring the interdepartmental major in Fall 2003 and thereafter). A student may pursue an interdepartmental major in two Trinity College departments or programs that offer a major. The student will work with an advisor in each department to adopt an existing interdepartmental major or to design a new one. The courses of study must be approved by the directors of undergraduate studies in both departments. The Premajor Advising Center and the academic deans will have available from departments a standard set of course criteria for their interdepartmental major. These criteria will define a course of study covering core features of each discipline, such as theory, methodology, and research techniques. The criteria must include at least fourteen courses, with at least ten at the 100 level or above; the courses must be split evenly between the departments. At least four of the seven courses required by each department is to be taught within the department. All courses must be among those normally accepted for a major in the two departments. The directors of undergraduate studies in the two departments must agree to an initial list of courses that the student will take in the two departments and jointly approve any subsequent changes to that course of study. Students proposing an interdepartmental major must present a descriptive title for the major and a rationale for how the program of study will help them realize their intellectual goals.

The Minor. The courses required for a minor are specified by the department/academic program. Minors require a minimum of five courses, including at least three at the level of 100 or above. Further information about specific minors is available under the description of the individual department/academic programs in the chapter "Courses and Academic Programs." Students may not major and minor in the same department/program with the exception of three departments, in which multiple majors are already possible: (1) Art and Art History, (2) Classical Studies, and (3) Romance Studies. At least half the courses taken to satisfy a minor must be taken at Duke although individual departments may require that a greater proportion be taken at Duke.
Certificate Programs. A certificate program is a course of study that affords a distinctive, usually interdisciplinary, approach to a subject that is not available within any single academic unit. All certificate programs consist of at least six courses, four of which are at the 100-level or above, including an introductory and a capstone course. Eligible undergraduates electing to satisfy the requirements of a certificate program may use for that purpose no more than two courses that are also used to satisfy the requirements of any other major, minor, or other certificate program; individual programs may prohibit such double counting or restrict it to one course. At least half the courses taken to satisfy a certificate must be taken at Duke although individual programs may require that a greater proportion be taken at Duke.

Certificate programs are available in: Documentary Studies; Early Childhood Education Studies; Film/Video/Digital; Health Policy; Human Development; Information Science and Information Studies; Judaic Studies; Latin American Studies; Markets and Management Studies; Marxism and Society; Neuroscience; Policy Journalism and Media Studies; and Primatology.

Fuller descriptions of these certificate programs appear in the chapters “Specialized Programs Within Academic Units” and “Courses and Academic Programs.”

Restrictions on Majors, Minors, Certificates. A student must declare one major and may declare a second (although not a third) major. The combined number of majors, minors, and certificate programs may not exceed three. Thus, a student may declare as a maximum: two majors and either a minor or a certificate program; a major and two minors; a major and two certificate programs; or a major, a minor, and a certificate program.

Small Group Learning Experiences. By supplementing the classroom and lecture methods of instruction, small group learning experience courses assure students opportunities to engage in discussion, develop skills, refine judgment, and defend ideas when challenged. A seminar (ordinarily indicated by the suffix S) is an independent course of twelve to fifteen (exceptionally to eighteen) students who, together with an instructor, engage in disciplined discussion. The number of meeting hours per term is the same as for regular courses of equivalent credit. Instructors are encouraged to present to each student at the end of the term a written evaluation of the student’s work. A tutorial (T) is a group of one to five students and an instructor meeting for discussion which is independent of any other course. For independent study students pursue their own interests in reading, research, and writing, but meet with an instructor for guidance and discussion. See the section on independent study on page 51.

To meet the first-year seminar requirement, students who transfer to Duke with sophomore standing are required to complete a seminar by the end of their sophomore year at Duke or to submit documentation that they completed a seminar course at the college they attended previously.

While discussion sections (D) and preceptorials (P) do not satisfy the formal Small Group Learning Experience in the college, they offer additional opportunities for students to participate in small classes. A discussion section, with an enrollment limit set by the individual department, is an integral part of a larger regular course, and every member of the class is enrolled. A preceptorial (P) is a group of usually no more than twelve students and an instructor in which discussion is the primary component; it is an additional and optional unit attached to a regular course involving one or more extra meetings per week. No additional course credit is given for a preceptorial.

Instructors in all courses that satisfy the requirements for small group learning experiences, including independent study, must meet with the students at least once every two weeks during the spring/fall semesters and at least once every week during the summer terms. The requirements for small group learning experiences are listed under Program I, above.

Preceptorials, discussion sections, seminars, and tutorials may not be taken on the pass/fail basis, unless the course is offered only on that basis.
Course Credits. Thirty-four semester courses are required for graduation, including a maximum of two courses passed with a grade of D. The thirty-four course credits may include (1) no more than one semester-course credit in physical education activity courses; (2) no more than four semester-course credits in dance/ American Dance Festival technique/ performance courses (i.e., a total of eight half-credit courses); (3) no more than two credits for house courses; (4) no more than six credits for courses taken in professional schools; (5) no more than one semester-course credit from academic internships; and (6) no more than four semester-course credits in military science. (American Dance Festival courses are included in the total limitation on dance technique/ performance courses as noted above in this paragraph.) Certain military science courses listed as carrying credit do not count toward graduation but appear on a student's permanent academic record. Military science courses, like professional school and all physical education courses, do not satisfy Area of Knowledge requirements. For limitations on transfer credit and Advanced Placement credit, see the sections on advanced placement on and Transfers of Work Elsewhere in the chapter "Academic Procedures and Information" and the Residence section immediately below.

Residence. A residence period of eight semesters is the typical amount of time a student may take to earn either the Bachelor of Arts or the Bachelor of Science degree. This period may be extended for one or two semesters by a student's academic dean for legitimate reasons if it seems probable that an extension will enable the student to complete all remaining requirements for graduation. A student will not be permitted residence of more than ten semesters in order to be graduated.

For the minimum residence period, at least seventeen courses must be satisfactorily completed at Duke. If only seventeen courses are taken at Duke, they must include the student's last eight courses.

PROGRAM II

Nature and Purpose. Students who believe that their intellectual interests and talents would be better served outside the regular curriculum options under Program I are encouraged to explore the academic option offered through Program II. If admitted into Program II, students follow individualized degree programs to examine and explore a topic, question, or theme as a core area of study which is not generally available as a course of study within Program I. As degree candidates in Program II, students separate themselves from the requirements and options of Program I including the requirement for a major and the options of multiple majors and minors.

Students who seek out Program II are, typically, those who find that their intellectual interests cross departmental boundaries or who perceive areas of learning in clusters other than those of the current departmental units of the university. Program II graduates have gone on to graduate and professional schools around the country and to satisfying positions in many areas of employment. They have won important awards, including Rhodes and Fulbright scholarships, and have received national recognition for career success. Among the many topics for Program II have been architectural design, bioethics, dramatic literacy, the epic in music and literature, planetary and evolutionary biology, and U.S. national security. Full information is available on the Program II web site, at http://www.aas.duke.edu/ProgramII/.

Admission. If interested in Program II, students should first attend an information session, then confer with faculty or directors of undergraduate studies in the departments closest to their interests, and with the academic dean for Program II. Students will select a faculty advisor in one of the departments or programs of Trinity College; with approval of the Director of Undergraduate Studies, that department or program will become the sponsor for the student. Application to Program II requires students to propose a topic, question, or theme for the degree program and to plan a special curriculum adapted to their individual interests and talents. The student and
faculty advisor together assess the student’s background, interests, and ambitions and evaluate the resources at the university, or outside it, as means of satisfying those ambitions.

The curricular program proposed by a Program II candidate must address the student’s specific interests and must also meet the general expectations for a liberal education in Trinity College. It must be a coherent plan for learning rather than a sampler of interesting courses and should incorporate the depth and breadth of study expected of a liberal education in Trinity College. Programs may be proposed for either the Bachelor of Arts or the Bachelor of Science degree; in the latter case, the sponsoring department must offer a Program I major within the B.S. degree option. The program must be approved by the sponsoring department or program and also by the Committee on Program II of the Faculty Council of Arts and Sciences.

Upon endorsement by the Program II Committee, the program becomes an obligation assumed by the student. Until formally accepted into Program II, a student should register for courses to satisfy the curricular requirements for Program I. Students who withdraw from Program II for any reason assume all requirements of Program I. Students will be accepted into Program II only after their first semester at Duke; they are ineligible for admission after the midpoint of their junior year. Further information and applications may be obtained from the Premajor Advising Center and from the office of the academic dean responsible for Program II.

General Requirements: Apart from the requirements arising from the approved plan of work, a Program II student must satisfy certain general requirements to satisfy the requirements for the degree: thirty-four semester-course credits for graduation; curricular breadth; the regulations on military science, house, professional school, and physical activity and dance courses; and residence, although the regulation relating to the last eight courses may be adjusted to suit the student’s approved plan of work. Graduation with distinction is available for qualified students in Program II. See the section on honors on page 60.

COMBINATION PROGRAMS OF TRINITY COLLEGE AND DUKE PROFESSIONAL SCHOOLS

A student interested in attending a Duke professional school (environment or law) may, upon meeting certain requirements, combine the senior year in Trinity College of Arts and Sciences with the first year in the professional school. To qualify the student must (1) successfully complete twenty-six semester courses in Trinity College; (2) fulfill all degree requirements in Trinity College except for eight elective courses; (3) obtain the approval of the appropriate preprofessional advisor and academic dean in Trinity College; and (4) be admitted to the professional school. If the student’s application to the professional school is accepted, the student transfers to the professional school for the fourth year and begins work on the professional degree. Upon successful completion of the work in the first year of the professional school, the baccalaureate degree is awarded to the student. The undergraduate record notes the student’s enrollment in the combination program, the name of the professional school, the date of graduation from Trinity College, and the degree awarded, but it does not include courses taken in the professional school. Counseling and additional information are available from the preprofessional advisors.

PREPARATION FOR GRADUATE AND PROFESSIONAL SCHOOLS

Students planning to enter a graduate or professional school should consult appropriate Internet sites and published information from the relevant advising offices (i.e., Pre-Law Advising Center, Pre-Business Advising Office, Pre-Graduate School Advising Office, Health Professions Advising Center) for general information and guidance. For specific information regarding courses and curriculum choices, students should seek input from their faculty advisors, directors of undergraduate studies, and
pre-graduate and pre-professional advisors where appropriate. Information specific to particular graduate and professional schools can be obtained from the Internet site of each school. Graduate and professional schools require special tests for students seeking admission. Information on the tests can be obtained from the appropriate pre-professional school or pre-graduate school advisor in Trinity College of Arts and Sciences.

Graduate Schools of Arts and Sciences. Students interested in obtaining a master of science, master of arts, or doctor of philosophy degree should discuss their plans as early as possible with faculty in the proposed field of advanced study and obtain a copy of "Preparing for Graduate Study in the Arts and Sciences," a handbook available from the Premajor Advising Center, 04 Allen Building, and the advisor’s web site. As undergraduates, they should become involved in research which may involve laboratory work, advanced seminars, or independent study. Many graduate schools require a reading knowledge of a foreign language. Information on this and other requirements is available in the bulletins of specific graduate programs and in the Directory of Graduate Programs published by the GRE board and Council of Graduate Schools. It may also be included in the "Handbook for Majors" for the major department. A research mentor, a faculty advisor, and the Ph.D. advisor in the major department are the best resources for advice about graduate school in the arts and sciences. General advice may be sought from the advisor for pre-graduate study, 04 Allen Building.

Graduate Schools of Engineering. Students interested in graduate work in engineering should consult the associate dean of the Pratt School of Engineering or the director of graduate studies in one of the engineering departments. Most engineering graduate schools require that a candidate have the equivalent of a Bachelor of Science in Engineering degree; however, students in the natural and social sciences may obtain conditional admission if they have a sufficient background in mathematics.

Graduate Schools of Business. Students seeking information about graduate schools of business should consult the advisor in Trinity College. In preparing for graduate business school, students should gain a good liberal arts background, choosing courses that will help them develop communication skills, analytical skills, and an understanding of human nature. Students have often chosen such courses as Computer Science 1, Economics 1D or 1S or 55, Economics 83, and Mathematics 31 as those which develop analytical skills. For further information concerning undergraduate preparation, see the Prebusiness Handbook for Duke Seniors and Alumni and The Official Guide to MBA Programs, published by the Graduate Management Admission Council; these publications and other resource materials are available in the Prebusiness Advising Office, 02 Allen Building.

Medical and Dental Schools. Students planning to enter schools of medicine and dentistry can prepare for admission by completing any of the regular departmental majors in Program I or by completing Program II, and by taking those courses required by the professional schools of their choice. Virtually all medical schools and most schools of dentistry require the same basic group of college premedical courses— a year of biology, a year each of inorganic and organic chemistry, and a year of general physics. In addition, many schools require a year of English and courses in the humanities or social sciences. About a fifth of all medical schools require a year of college mathematics and some specify calculus, statistics, or computer science. For a complete listing of these and any additional course requirements set by each school, consult Medical School Admissions Requirements, published by the Association of American Medical Colleges or Official Guide to Dental Schools, published by the American Dental Education Association. These and similar resources for schools of optometry and veterinary medicine are located in the Health Professions Advising Office. Students should discuss their programs of study with their major advisors, academic deans, and with the advisor for the health professions.
Graduate Programs in the Health Professions. Students interested in careers as physical therapists, health administrators, or others of the allied health professions should prepare with coursework in the natural sciences and behavioral sciences within a liberal arts curriculum. Up-to-date information on allied health professions and programs is best accessed through the Internet. The health professions advisor is available to meet with students interested in allied health professions.

Law Schools. Students who plan to prepare for law school and a career in law should seek breadth in their undergraduate course program with specialization in one or more areas. They may choose virtually any field for their major work. Though no specific courses are required, prelaw students have often chosen from among the following: Economics 1D, 51D, 83; English 117A; History 97D, 177A; Philosophy 48; Political Science 91, 127, 177-178, 207S; Public Policy Studies 55D; Sociology 10D.

For a fuller discussion of undergraduate preparation for the study of law, students should refer to the Duke Prelaw Handbook or the Prelaw Handbook published by the Association of American Law Schools and the Law School Admission Council, or consult the prelaw advisor in the college.

Theological Schools and Religious Work. Students contemplating theological study should correspond with appropriate schools. Students should also confer with the authorities of their respective religious judicatories to determine requirements for a successful application to the school of their choice. Generally speaking, appropriate preparation for theological study could include the following subjects: English language and literature; history, including non-Western cultures as well as European and American; philosophy, particularly its history and its methods; natural sciences, both the physical and the life sciences; psychology, sociology, and anthropology; the fine arts and music; biblical and modern languages; religion, both in the Judeo-Christian and in the Near and Far Eastern traditions.

This kind of course work introduces the student to ways of thinking that will be germane to theological study. Some theological schools require various languages for admission. This may include a year of language study at the college level. It may also include biblical languageskill, Greek and/ or Hebrew. More detailed information about theological education may be obtained from the director of admissions of the Divinity School by calling (919) 660-3436 or toll-free (888) GO-2-DUKE, or e-mailing admissions@div.duke.edu.
The Edmund T. Pratt Jr. School of Engineering

Duke University offers in the Edmund T. Pratt Jr. School of Engineering programs of study which lead to the degree of Bachelor of Science in Engineering. Five programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). These programs are biomedical engineering, civil engineering, electrical engineering, electrical and computer engineering, and mechanical engineering. These accredited programs, and special programs of study in interdisciplinary fields, are offered by the Departments of Biomedical Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, and Mechanical Engineering and Materials Science.

For graduation with a Bachelor of Science in Engineering degree, a student must complete successfully a minimum of thirty-four semester courses. These thirty-four semester courses must include the following:

<table>
<thead>
<tr>
<th>General Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Natural Science</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
</tr>
<tr>
<td>Engineering and Applied Sciences</td>
</tr>
<tr>
<td>Digital Computation</td>
</tr>
</tbody>
</table>

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1 No more than 1 credit in physical education activity and 1 credit in music activity can be used to meet Bachelor of Science in Engineering degree requirements. House courses may not be used to meet BSE requirements.

2 A minimum of 9 credits in mathematics, natural science, and statistics are required.

3 Courses in mathematics, statistics, and computer science will not meet the elective requirement. A list of disallowed courses is maintained in the dean’s office.

4 A maximum of 2 advanced placement credits may be used to meet Humanities and Social Sciences requirements for the Bachelor of Science in Engineering degree.
Departmental Requirements

Departmental Specifications 15 s.c. The department administering the major field of study will specify this requirement. In general, it will consist of both required courses and electives to be planned in consultation with the departmental advisor. Including the 4 credits in engineering and applied sciences listed under general requirements, a total of 13.0 credits in engineering work are required. See the individual departmental requirements, which follow.

Total Minimum Requirement1 34 s.c.

1 A maximum of two semester courses of junior or senior level air science, military science, or naval science coursework may be counted in satisfying the minimum requirements of thirty-four semester courses for a baccalaureate degree in engineering. These courses must be included in the sixteen semester courses listed under departmental requirements. All other courses completed in air, military, or naval science are taken in addition to the minimum program.

The Pratt First Year Curriculum

The first year of study in the Pratt School of Engineering is largely common to all engineers, with seven of the eight first year courses being completely transferable between the five accredited engineering majors. The first year curriculum offers:

- a general education in the fundamentals of mathematics, physics and chemistry, on which the science and practice of engineering are based;
- instruction in modern engineering problem solving skills, including the use of digital technology for both computational and laboratory applications;
- an exposure to the range of career opportunities in engineering; and
- the opportunity to explore intellectual opportunities in Trinity College, through satisfaction of the University writing requirement and selection of a humanities and social sciences elective.

Students predisposed toward a particular Pratt major use the eighth course to begin fulfilling degree requirements for that major as indicated below, while undecided students are encouraged to use this eighth course to aid in their subsequent selection of a major. Engineering 10 (Introduction to Engineering), a seminar course in which both disciplinary and multi-disciplinary opportunities in engineering are explored, is also recommended to first year students to aid in this process of intellectual discovery.

The general layout for the curriculum is as follows:

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Courses</th>
<th>Second Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 31L</td>
<td>1</td>
<td>Mathematics 32L</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 21L</td>
<td>1</td>
<td>Physics 51L</td>
<td>1</td>
</tr>
<tr>
<td>Writing 20 or Humanities/ Social Science Elective</td>
<td>1</td>
<td>Writing 20 or Humanities/ Social Science Elective</td>
<td>1</td>
</tr>
<tr>
<td>Engineering 53L or Technical Course</td>
<td>1</td>
<td>Engineering 53L or Technical Course</td>
<td>1</td>
</tr>
<tr>
<td>Engineering 10*</td>
<td>.5</td>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 4-4.5 4

1 Half credit course not required, but recommended.

The above assumes no advanced placement credit. In the event that such credit is granted for one or more of the above courses, substitutions of upper level technical
requirements can be made or other curricular interest may be pursued (including freshman focus programs, or initiation of a Trinity or Pratt double major/ minor).

The first year technical course should be selected according to the student's intended major:

<table>
<thead>
<tr>
<th>Intended Major</th>
<th>Suggested Second Technical Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Engineering</td>
<td>Chemistry 22L</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Civil Engineering 24L or Engineering 25L</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Biology 25L or Electrical and Computer Engineering 61L</td>
</tr>
<tr>
<td>Electrical and Computer Engineering</td>
<td>Computer Science 100</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>Mechanical Engineering 21</td>
</tr>
<tr>
<td>Undecided</td>
<td>Select from all above or Engineering 20</td>
</tr>
</tbody>
</table>

1 Electrical and Computer Engineering 61L should not be taken in the first semester of the first year. Mathematics 32 is a prerequisite for this course.

After the first year, recommended curricula become more department specific, and are outlined on the following pages for the sophomore through senior years.

Biomedical Engineering Departmental Requirements

All general requirements and departmental requirements comprising the accredited biomedical engineering major are incorporated in the following sequence, only one of several possible sequences. The student is encouraged to choose electives and select a sequence which develops intellectual interests.

Sophomore Year

<table>
<thead>
<tr>
<th>First Semester Courses</th>
<th>Second Semester Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 52L</td>
<td>Biomedical Engineering 153L</td>
</tr>
<tr>
<td>Biomedical Engineering 83L or Mechanical Engineering 83L</td>
<td>Biomedical Engineering 100L</td>
</tr>
<tr>
<td>Biomedical Engineering 110L or Engineering 75L</td>
<td>Biology 25L</td>
</tr>
<tr>
<td>Mathematics 103</td>
<td>Mathematics 107</td>
</tr>
<tr>
<td>Social Science or Humanities Elective</td>
<td>Social Science or Humanities Elective</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Junior Year

<table>
<thead>
<tr>
<th>First Semester Courses</th>
<th>Second Semester Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Engineering 154L</td>
<td>Biomedical Engineering 101L</td>
</tr>
<tr>
<td>Biomedical Engineering 171L or Electrical and Computer Engineering 64</td>
<td>Biomedical Engineering 207</td>
</tr>
<tr>
<td>Mathematics 108</td>
<td>Statistics 113</td>
</tr>
<tr>
<td>Life Science Elective</td>
<td>Social Science or Humanities Elective</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Senior Year

<table>
<thead>
<tr>
<th>First Semester Courses</th>
<th>Second Semester Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Engineering Design1</td>
<td>Biomedical Engineering Elective</td>
</tr>
<tr>
<td>Biomedical Engineering Elective</td>
<td>Biomedical Engineering Elective</td>
</tr>
<tr>
<td>Biomedical Engineering Elective</td>
<td>Social Science or Humanities Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Select from the following: Biomedical Engineering 204, 227, 260, or 264.

Students planning to attend medical school should consult with their advisor about course planning. Students will need to take Chemistry 151L and 152L, Biology 25L, and
a second life science elective by the end of the junior year. This is done by rearranging courses. The design course is offered in the fall term, so students must complete prerequisites for the BME design course by the end of the junior year. Biomedical engineering electives generally include courses with biomedical engineering numbers other than required courses. Mechanical Engineering 126 may be taken also as a biomedical engineering elective. Options for dual majors in electrical engineering or mechanical engineering as well as elective concentrations are available on the department web site, www.bme.duke.edu.

Civil and Environmental Engineering Departmental Requirements

The program in civil and environmental engineering calls for concentration in one of two areas, either structural engineering and mechanics (S/M) or environmental engineering and water resources (E/W). Typically, by the end of the sophomore year, students have chosen the sequence of courses (S/M) or (E/W) that best satisfies their interests; however, because of the number of electives in the program, it is possible to follow both sequences. Either sequence satisfies all of the requirements for the Bachelor of Science in Engineering degree in civil engineering. The following table is a guide only; other alternatives for courses sequencing exist.

<table>
<thead>
<tr>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
</tr>
<tr>
<td>Engineering 75L</td>
</tr>
<tr>
<td>Physics 52L</td>
</tr>
<tr>
<td>Mathematics 103</td>
</tr>
<tr>
<td>Civil Engineering 24L or Elective</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
</tr>
<tr>
<td>Mathematics 108</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Engineering 115</td>
</tr>
<tr>
<td>Civil Engineering 122L or 139L</td>
</tr>
<tr>
<td>Civil Engineering Course2</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
</tr>
<tr>
<td>Civil Engineering Course2</td>
</tr>
<tr>
<td>Civil Engineering Course2</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

1 Students selecting the S/M sequence should take the following CE courses: [Junior Year: Fall Semester - CE 131L, Spring Semester - CE 133L; Senior Year; Fall Semester - CE 134L ]. Students selecting the E/W sequence should take the following CE courses: [Junior Year: Fall Semester - CE 120L; Spring Semester - CE 123L; Senior Year: Fall Semester - CE 124L ].

2 The S/M sequence culminates in CE 192L (Integrated Structural Design), while the E/W sequence culminates in CE 193L (Integrated Environmental Design).

The regular program of electives shall include: at least one from ECE 61L, ECE 148L, ME 83L, ME 101L, BM E 83L, or BM E 145; at least five semester courses in humanities and social sciences; at least one course in the natural sciences; and in addition to specified CE courses, at least one civil engineering elective course at the 100 or 200 level. Students planning to attend graduate school are strongly advised to take at least one additional civil engineering elective (making two total), with one of these at the 200 level.
Electrical and Computer Engineering Departmental Requirements

The Department of Electrical and Computer Engineering offers two majors: electrical engineering (EE) and electrical and computer engineering (ECE). The general Pratt School of Engineering requirements and ECE departmental requirements comprising the accredited electrical engineering and electrical and computer engineering majors are all incorporated in the following two programs. These programs are presented as a guide to assist students in planning their four-year program and should not be viewed as inflexible sequencing of courses.

**Electrical Engineering Major**

**Sophomore Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Courses</th>
<th>Second Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical &amp; Computer Engineering 61L</td>
<td>1</td>
<td>Electrical &amp; Computer Engineering 62L</td>
<td>1</td>
</tr>
<tr>
<td>Physics 52L</td>
<td>1</td>
<td>Electrical &amp; Computer Engineering 64</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 103</td>
<td>1</td>
<td>Mathematics 107</td>
<td>1</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering 151L</td>
<td>1</td>
<td>Social Science or Humanities Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

**Junior Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Courses</th>
<th>Second Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical &amp; Computer Engineering 163L</td>
<td></td>
<td>Electrical &amp; Computer Engineering 170L</td>
<td>1</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering 1A</td>
<td>1</td>
<td>Electrical &amp; Computer Engineering 1B</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 108</td>
<td>1</td>
<td>Mathematics 109</td>
<td>1</td>
</tr>
<tr>
<td>Social Science or Humanities Elective</td>
<td>1</td>
<td>Social Science or Humanities Elective</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Courses</th>
<th>Second Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical &amp; Computer Engineering 2A</td>
<td>1</td>
<td>Electrical &amp; Computer Engineering 2B</td>
<td>1</td>
</tr>
<tr>
<td>Social Science or Humanities Elective</td>
<td>1</td>
<td>Approved Design Elective</td>
<td>1</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering Elective</td>
<td>1</td>
<td>Approved Biology Elective</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>1</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Course pairs (A,B) to be selected from two of the following areas: computer engineering; signal processing and communications; solid-state devices and integrated circuits; control systems and robotics; electromagnetic fields; and photonics.

2 Biology 25L, 103L, 118, 119, or 151L.

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**Electrical and Computer Engineering Major**

**Sophomore Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Courses</th>
<th>Second Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical &amp; Computer Engineering 61L</td>
<td>1</td>
<td>Electrical &amp; Computer Engineering 62L</td>
<td>1</td>
</tr>
<tr>
<td>Physics 52L</td>
<td>1</td>
<td>Electrical &amp; Computer Engineering 64</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics 103</td>
<td>1</td>
<td>Mathematics 107</td>
<td>1</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering 151L</td>
<td>1</td>
<td>Electrical &amp; Computer Engineering 152</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Science or Humanities Elective</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

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The Edmund T. Pratt Jr. School of Engineering 37
Note for electrical engineering and electrical and computer engineering majors: the selection of approved electives should take into account a departmental requirement that a student must have accumulated by graduation time 12 electrical and computer engineering courses, including an engineering design elective to be taken in the junior or senior year of the programs. This course must have as a prerequisite at least one course in the discipline; currently, Electrical and Computer Engineering 123, 164, 251, 261, and 275 are approved.

Mechanical Engineering and Materials Science Departmental Requirements

The general requirements and departmental requirements comprising the accredited mechanical engineering major are all incorporated in the following program. This sequence of the courses is presented as an overview of the program and is one of two recommended sequences of the course requirements.

Junior Year

<table>
<thead>
<tr>
<th>First Semester Courses</th>
<th>Second Semester Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical &amp; Computer Engineering 163L 1</td>
<td>Electrical &amp; Computer Engineering 170L 1</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering 1A 1</td>
<td>Statistics 113 1</td>
</tr>
<tr>
<td>Mathematics 108 1</td>
<td>Electrical &amp; Computer Engineering 1B 1</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering 170 1</td>
<td>Social Science or Humanities Elective 1</td>
</tr>
<tr>
<td>Social Science or Humanities Elective 1</td>
<td>Total 5</td>
</tr>
<tr>
<td>Total 5</td>
<td>Total 4</td>
</tr>
</tbody>
</table>

Senior Year

<table>
<thead>
<tr>
<th>First Semester Courses</th>
<th>Second Semester Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical &amp; Computer Engineering 2A 1</td>
<td>Electrical &amp; Computer Engineering 2B 1</td>
</tr>
<tr>
<td>Social Science or Humanities Elective 1</td>
<td>Approved Design Elective 1</td>
</tr>
<tr>
<td>Elective 1</td>
<td>Approved Biology Elective 2 1</td>
</tr>
<tr>
<td>Elective 1</td>
<td>Elective 1</td>
</tr>
<tr>
<td>Total 4</td>
<td>Total 4</td>
</tr>
</tbody>
</table>

1 Course pairs (A,B) to be selected from two of the following areas: digital systems; signal processing and communications; solid-state devices and integrated circuits; control systems and robotics; electromagnetic fields; and photonics. One of these course pairs must be digital systems.

2 Biology 2S, 103L, 118, 119, or 151L.

Note for electrical engineering and electrical and computer engineering majors: the selection of approved electives should take into account a departmental requirement that a student must have accumulated by graduation time 12 electrical and computer engineering courses, including an engineering design elective to be taken in the junior or senior year of the programs. This course must have as a prerequisite at least one course in the discipline; currently, Electrical and Computer Engineering 123, 164, 251, 261, and 275 are approved.

Sophomore Year

<table>
<thead>
<tr>
<th>First Semester Courses</th>
<th>Second Semester Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering 75L 1</td>
<td>Engineering 123L 1</td>
</tr>
<tr>
<td>Physics 52L 1</td>
<td>Mechanical Engineering 101L 1</td>
</tr>
<tr>
<td>Mathematics 103 1</td>
<td>Mathematics 107 1</td>
</tr>
<tr>
<td>Elective 1</td>
<td>Mechanical Engineering 83L 1</td>
</tr>
<tr>
<td>Total 4</td>
<td>Total 4</td>
</tr>
</tbody>
</table>

Junior Year

<table>
<thead>
<tr>
<th>First Semester Courses</th>
<th>Second Semester Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical Engineering 125L 1</td>
<td>Mechanical Engineering 126L 1</td>
</tr>
<tr>
<td>Mechanical Engineering Elective 2</td>
<td>Electrical &amp; Computer Engineering 148L 3 1</td>
</tr>
<tr>
<td>Mathematics 108 1</td>
<td>Natural Science Elective 4 1</td>
</tr>
<tr>
<td>Elective 2</td>
<td>Quantitative Elective 5 1</td>
</tr>
<tr>
<td>Elective 2</td>
<td>Elective 1 1</td>
</tr>
<tr>
<td>Total 5</td>
<td>Total 4</td>
</tr>
</tbody>
</table>

38 Degree Programs
Declaration of Major. A student is urged to declare a major by the time of registration for the first semester of the sophomore year, but is required to do so by the time of registration for the first semester of the junior year. Declaration of major is accomplished by completing a form available in the Office of the Dean of Engineering.

Double Major. If an engineering student completes simultaneously the requirements for a departmental major in arts and sciences and the requirements for a Bachelor of Science in Engineering degree, or satisfies simultaneously the requirements for two engineering majors, the official record will indicate this fact. However, the director of undergraduate studies for the second major must certify that the departmental major requirements have been met. The student must initiate the procedure, either through the associate dean of the Pratt School of Engineering or through the director of undergraduate studies in the second department. The completion of the requirements for the major in this department must be confirmed no later than the time of registration for the final semester. Courses which are common to both majors shall be counted toward satisfying the requirements of both majors.

IDEAS. These interdisciplinary programs in engineering and applied science, leading to the Bachelor of Science in Engineering degree, provide opportunities for students to establish special majors in interdisciplinary fields such as computer engineering, environmental engineering, and materials science. Programs with a broad foundation in the engineering sciences also may be developed under this program by those who intend to enter nonengineering professions. Although not individually accredited, these programs satisfy the national engineering accreditation criteria.

Any student, in consultation with the advisor or another faculty member, may propose a unique combination of courses designed to meet particular career objectives. A proposal must be submitted to the associate dean of the Pratt School of Engineering and the Engineering Faculty Council for approval; it may be submitted as early as the second semester of the freshman year and must be submitted before the beginning of the senior year. The proposal must include a letter stating the students reasons for pursuing the suggested program of study.

Bachelor of Science in Engineering/Master of Science Program. This program provides students with an opportunity to plan a coordinated five-year program of
studies in the Pratt School of Engineering leading to both the Bachelor of Science in Engineering and Master of Science degrees. A application for admission to this integrated program may be made during the senior year. Provisional admission to the Graduate School may be granted when the student enrolls for the semester during which the Bachelor of Science in Engineering degree requirements will be completed. Graduate level courses during this period which are in excess of Bachelor of Science in Engineering requirements may be credited toward fulfillment of the Master of Science degree requirements.

International Honors Program. The International Honors Program is a certificate program consisting of six to eight semester courses, depending on the foreign language level proficiency of the student. All of the IHP course requirements may, with sufficiently advanced planning, fulfill humanities and social sciences or approved elective requirements which are encompassed in the schools accredited engineering programs. Early planning and advising are essential to fulfilling all IHP requirements as part of the baccalaureate degree program. Specific program requirements and an application may be obtained in the office of the dean of engineering.

Certificate Program in Architectural Engineering. The objective of this interdisciplinary program is to provide students with an understanding of the relationships between the design elements of buildings and construction processes. This certificate program is available only to students enrolled in the Pratt School of Engineering. Specific program requirements may be obtained in the Office of the Dean of Engineering.

Master of Engineering Management. This program offers engineering students exposure to both business and law as well as advanced engineering. Open to students after completion of the accredited bachelor's degree in engineering, it requires completion of an engineering internship, four graduate level engineering courses, three business courses, and one law course. Specific program requirements and application forms may be obtained from the Master of Engineering Management program office in The Wilkinson Center for Engineering Management, Hudson Hall.

Residence Requirements. At least seventeen semester courses must be completed satisfactorily at Duke. This must include the work of the final two semesters, with the following exceptions: the student who has completed more than four full semesters of work at Duke may take the last two courses elsewhere; others may take the last course elsewhere. The courses taken elsewhere must be approved in advance by the students major advisor and academic dean.

Pass/Fail Grading Option. With the consent of the instructor and the faculty advisor, an engineering student may choose to be graded on a pass/fail basis in up to four unrestricted electives or social sciences-humanities electives within the thirty-four-course program. A student may take no more than one course on a pass/fail basis each semester.

Repetition of Courses. An engineering student who has earned a grade of D-, D, or D+ in a required mathematics, science, or a required engineering course may, with permission of his or her advisor, director of undergraduate studies, and academic dean, repeat the course. Both grades will remain on the student’s record. Only one credit may be counted toward satisfying continuation requirements and toward fulfilling graduation requirements.

Continuation Requirements. A student must achieve a satisfactory record of academic performance each semester and make satisfactory progress toward graduation to remain enrolled in the university. A student must pass at least three courses in each semester, except for the first semester of the freshman year, in which at least two courses must be passed.
A student who fails to meet this continuation requirement must leave the university for at least two semesters. A complete summer session may be counted as a semester. Following application for readmission, return must be approved by the dean and the director of undergraduate studies in the student's major department. If the student thereafter fails to pass three courses in a semester, permanent dismissal from the university usually results. A student who enrolls in more than four courses in a given semester and fails two or more of them will not be permitted to enroll for more than four courses in the following semester without approval of the dean. In addition, a student may be dismissed temporarily or permanently for failing to make satisfactory progress toward graduation, including satisfactory progress toward fulfillment of curricular requirements within ten semesters. The term satisfactory progress shall be defined also by the following schedule:

1. To begin enrollment in the second year, a student must have passed 6 s.c. at Duke and earned $P, C-$, or better in 4 s.c.
2. To begin enrollment in the third year, a student must have passed 13 s.c. at Duke and earned $P, C-$, or better in 11 s.c.
3. To begin enrollment in the fourth year, a student must have passed 20 s.c. at Duke and earned $P, C-$, or better in 18 s.c.
4. To begin enrollment in the fifth year, a student must have passed 27 s.c. at Duke and earned $P, C-$, or better in 25 s.c.

In the Summer Session: to maintain enrollment at Duke a student may not fail more than one full course during that summer. For purposes of continuation, incomplete work is considered failure to achieve a satisfactory performance in that course. Therefore, when eligibility to continue from the summer session to the fall is in question, incomplete courses must be satisfactorily completed in time for a passing grade to be submitted to the Office of the University Registrar no later than the weekday preceding the first day of fall classes.

Grade Requirement for Graduation. Of the thirty-four semester courses which fulfill the specified categories in the Bachelor of Science in Engineering degree requirements, thirty-two or their equivalent in number must be passed with grades of $P, C-$, or better.
Academic Procedures and Information
Entrance Credit and Placement

Scores on the tests discussed below and documented previous educational experience are the criteria used to determine a student's qualifications for certain advanced courses. In addition, a limited amount of elective course credit may be awarded in Trinity College on the basis of pre-college examination and/or credits earned of the following three types: advanced placement (AP), international placement credit (IPC), and pre-matriculation credit. Trinity College will record on students' permanent Duke record courses of these three types completed prior to their matriculation at Duke. The three types of pre-college work are regarded as equivalent and may be used for placement into higher-level course work and to satisfy departmental major and minor requirements at Duke to the extent allowed by the individual departments. Additionally, Trinity College students may be granted up to two elective course credits towards the degree requirement of 34 course credits for any combination of AP, IPC, or pre-matriculation credit. Up to six additional credits may be awarded for acceleration toward the degree. Acceleration is defined as completing the requirements for the bachelor’s degree one or two semesters earlier than the original expected graduation date. Specifically, the two elective as well as up to two acceleration credits may be included in the graduation total for students graduating in seven consecutive semesters. The two elective credits, as well as up to six acceleration credits, may be included in the graduation total for students graduating in six consecutive semesters. Students may not use acceleration credits in order to compensate for time taken away from their studies. Students wishing to graduate early must complete an early graduation form, available from their academic dean, by the end of the fifth semester of enrollment. AP, IPC, and pre-matriculation credits may not be used to satisfy general education requirements— the Areas of Knowledge or the Modes of Inquiry.

The Pratt School of Engineering evaluates AP and IPC credit as Trinity College does, but awards transfer credit to qualified students for college-level course work completed prior to matriculation with a grade of at least B-. These courses may be used to satisfy distribution requirements toward the B.S.E degree. The criteria for evaluating such work are the same as in Trinity College (see the section on work taken during high school).

College Board Advanced Placement Program (AP) Examinations. A score of 4 or 5 on College Board Advanced Placement Program Examinations, taken prior to matriculation in college, is the basis for consideration of placement in advanced courses in art, biology, chemistry, computer science, economics, English, environmental science, French, German, history, Latin, mathematics, music, physics, political science, psychology, Spanish, and statistics. The Department of Mathematics will also consider a score of 3 for placement beyond the introductory course. The record of a student presenting such a score and desiring to continue in the same subject at Duke will be evaluated for placement in an advanced course. Departmental policies regarding advanced placement may vary. AP scores of 4 or 5 in German, Latin, French literature, and Spanish literature may result in placement in courses at the 100 level; an AP score of
5 in French or Spanish language may result in placement in courses at the 100 level. Approval of the director of undergraduate studies or supervisor of first-year instruction in the appropriate department is required before final placement is made. Scores should be submitted to the Office of the University Registrar no later than the end of the first year. See the following information concerning policies in the Department of Physics:

Advanced Placement in Physics. Neither credit nor advanced placement are given for a score below 5 on the Advanced Placement (AP) "Physics-B" exam. Exceptional Trinity College students presenting a score of 5 on the AP "Physics-B" exam may be placed out of Physics 51 (equivalent to Physics 41 and Physics 53) with consultation of the Physics director of undergraduate studies, although no credit will be granted for these courses. This option is not available to students in the Pratt School of Engineering.

For a score of 4 or 5 on the AP "Physics-C" exam the policy is as follows. (1) A score of 4 or 5 on the "Physics-C" Mechanics exam earns credit for Physics 21; a score of 4 or 5 on the "Physics-C" Electricity and Magnetism exam earns credit for Physics 22; these course numbers denote only AP credit and are not actual Duke courses. (2) To obtain credit for Physics 51 (equivalent to Physics 41 and Physics 53), a student must have a 4 or 5 on the "Physics-C" Mechanics exam and must earn a passing grade on an equivalency exam given by the department during the first week of classes. (3) To obtain credit for Physics 52 (equivalent to Physics 42 and Physics 54), a student must have a 4 or 5 on the "Physics-C" Electricity and Magnetism exam and must earn a passing grade on an equivalency exam given by the department during the first week of classes.

To be invited to take the equivalency exam, students must have the testing agency submit their AP scores to the Office of the University Registrar as soon as possible, but no later than the first day of classes. A letter will be sent to qualified students late in the summer giving details about the equivalency exam. Under no circumstances will a student be allowed to take the equivalency exam at other than the scheduled time during the first week of classes of the first semester at Duke. Additional information about the equivalency exams can be found at http://www.phy.duke.edu/undergraduate/equivalency.html.

AP courses completed with a score of 4 or 5 will be recorded on a student’s permanent Duke record. Students may use all of these courses for placement into higher level courses and to satisfy departmental major and minor requirements at Duke to the extent allowed by individual departments. Enrollment in a course for which AP credit has been given will cause the AP credit to be forfeited. In the Pratt School of Engineering, AP courses count toward the general requirements. In Trinity College, AP courses do not count toward the general education requirements, i.e., the Areas of Knowledge or the Modes of Inquiry.

International Placement Credit (IPC). Duke University recognizes the International Baccalaureate Program, the French Baccalaureate, the British A-Level Examinations, the Hong Kong A-Level Examinations, the German Abitur, and the Swiss Federal Maturity Certificate. Scores acceptable for consideration are determined by the faculty and evaluated by the university registrar. Course equivalents for these programs may be recorded on a student’s permanent Duke record for placement and credit according to the same policy governing use of AP and pre-matriculation credits (see above). Similarly, these credits do not satisfy the general education requirements and, thus, may not be used for the Areas of Knowledge or the Modes of Inquiry; any combination of two IPC, AP, or pre-matriculation credits may be used toward the 34 required for graduation. Additional IPC, AP and pre-matriculation credits may be used to accelerate. In the Pratt School of Engineering, these courses may be used to satisfy distribution requirements toward the B.S.E degree.

Pre-Matriculation Credit. First-year Duke students may submit for evaluation college courses taken at another American college or university after commencement of the student’s junior year of high school. No pre-matriculation credit will be awarded for college course work completed on a study abroad program undertaken prior to matriculation at Duke. (For details concerning transferring this work, see the section on "Work Taken During High School" on page 46.) In Trinity College, pre-matriculation credits awarded for such work may be used as electives and, thus, may not be used to
satisfy the general education requirements— the Areas of Knowledge or the Modes of Inquiry. Any combination of two pre-matriculation, IPC, or AP credits may be used toward the 34 required for graduation. Additional IPC, AP and pre-matriculation credits may be used to accelerate. In the Pratt School of Engineering, these courses may be used to satisfy distribution requirements toward the B.S.E. degree.

College Board Tests. Scores on College Board Tests are the basic criteria for placement in French, German, Spanish (101 and beyond), Latin, and mathematics. Course credit is not given for courses bypassed. The following tables will assist students in making reasonable course selections in the subjects indicated.

<table>
<thead>
<tr>
<th>Subject</th>
<th>College Board Achievement Score</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>French1, 2</td>
<td>240-410</td>
<td>French 1 or 14</td>
</tr>
<tr>
<td></td>
<td>420-480</td>
<td>French 2</td>
</tr>
<tr>
<td></td>
<td>490-580</td>
<td>French 15 or 63</td>
</tr>
<tr>
<td></td>
<td>590-630</td>
<td>French 76</td>
</tr>
<tr>
<td></td>
<td>640-plus</td>
<td>French 100-level course</td>
</tr>
<tr>
<td>German1, 3</td>
<td>200-410</td>
<td>German 14</td>
</tr>
<tr>
<td></td>
<td>420-480</td>
<td>German 2</td>
</tr>
<tr>
<td></td>
<td>490-580</td>
<td>German 65 or 69</td>
</tr>
<tr>
<td></td>
<td>590-620</td>
<td>German 66 or 69</td>
</tr>
<tr>
<td></td>
<td>630-650</td>
<td>German 117</td>
</tr>
<tr>
<td></td>
<td>660-plus</td>
<td>German 118 and beyond5</td>
</tr>
<tr>
<td>Spanish6</td>
<td>below 200</td>
<td>Spanish 1 or 14</td>
</tr>
<tr>
<td></td>
<td>200-370</td>
<td>Spanish 1</td>
</tr>
<tr>
<td></td>
<td>380-450</td>
<td>Spanish 2</td>
</tr>
<tr>
<td></td>
<td>460-580</td>
<td>Spanish 63</td>
</tr>
<tr>
<td></td>
<td>590-650</td>
<td>Spanish 76</td>
</tr>
<tr>
<td></td>
<td>660-plus</td>
<td>Spanish 100-level course</td>
</tr>
<tr>
<td>Latin1</td>
<td>200-520</td>
<td>Latin 1</td>
</tr>
<tr>
<td></td>
<td>530-630</td>
<td>Latin 63</td>
</tr>
<tr>
<td></td>
<td>640-690</td>
<td>Latin 91</td>
</tr>
<tr>
<td></td>
<td>700-plus</td>
<td>Latin 100-level course</td>
</tr>
<tr>
<td>Mathematics7</td>
<td>500-670</td>
<td>Mathematics 25L</td>
</tr>
<tr>
<td></td>
<td>680-800</td>
<td>Mathematics 31L, or with one year of high school calculus, Mathematics 41</td>
</tr>
</tbody>
</table>

1 In these languages students are permitted to drop back one level without loss of credit (e.g., from 100 to 76 or from 76 to 63, in French; from 117 to 66 or 69 or from 69 to 66 in German). No credit will be allowed for courses two levels below the achievement score (e.g., students with a score of 640 in French could not receive credit for 63, but could for 76). In no case will credit be given for French 1 to students who have completed more than two years of French in high school.

2 Students should also check the Self-Placement Guidelines for French at: http://languages.duke.edu.

3 Students should also check the Self-Placement Guidelines at: http://aaswebsv.aas.duke.edu/languages/german/placement/.

4 The first semester of a language may not be taken for credit by a student who has completed more than two years of that language in secondary school. In rare cases, an exception may be granted with permission of the director of undergraduate studies in the appropriate department.

5 An exception may be granted in consultation with the director of undergraduate studies.

6 Incoming students must take the SAT II before enrolling in a Spanish course.

7 In the absence of an achievement test score, course placement is determined by the SAT score as follows: 670 or below—Math. 25L; 680-800—Math. 31L.
Newly admitted students who wish to continue the study of French, German, Spanish, or Latin begun in secondary school must take a College Board Achievement Test or College Board Advanced Placement (AP) Examination in that language by June of the senior year in secondary school. In Spanish or French, a score of 4 or 5 on the AP literature exam, or a score of 5 on the AP language exam qualifies students to enroll in a 100-level course. Students who plan to take mathematics at Duke are expected to present College Board Scholastic Achievement Tests (SAT), Mathematics Achievement (Level I or Level II), or Advanced Placement Program (AP, either level AB or level BC) scores. Placement testing in mathematics is not offered during New Student Orientation.

All students who plan to take mathematics during their first semester at Duke, and who do not submit the College Board SAT or Achievement Test or Advanced Placement Program score in mathematics, should consult with the supervisor of first-year instruction in mathematics during New Student Orientation. New students who have been placed in Mathematics 25L or 31L on the basis of College Board SAT, Achievement, or Advanced Placement Examinations but who believe that their background in mathematics justifies a higher placement, should also confer during New Student Orientation with the supervisor of first-year instruction or with the director of undergraduate studies in the Department of Mathematics.

Placement in Languages Other Than French, German, Spanish, and Latin. Students who wish to continue in any language other than French, German, Spanish, or Latin should consult with the appropriate director of undergraduate studies. In the case of Russian and Turkish, the department offers a written examination which is used in conjunction with other criteria for placing students at the appropriate level. In the case of Asian and African languages as well, students should consult with the appropriate language coordinators.

Reading Out of Introductory Courses. Students demonstrating academic ability may be granted the option of reading out of an introductory or prerequisite course in order to allow them to advance at their own pace to upper-level work. No course credit may be earned by reading out. Reading for a course and auditing are mutually exclusive procedures. Students should consult with the appropriate directors of undergraduate studies who must approve the proposed program of reading. Students may be certified for advanced course work by passing a qualifying examination prepared by the department. When an advanced course is completed, an entry is made on the permanent record that the qualifying examination was passed, but no course credit is awarded.

Transfer of Work Taken Elsewhere

Work Taken During High School. College-level courses taken elsewhere prior to matriculation at Duke may be considered for pre-matriculation credit provided they meet each of the following criteria: were taken after the commencement of the junior year of high school and yielded a grade of B- or better, not used to meet high school diploma requirements and does not appear on the high school transcript, taken on the college campus, taken in competition with degree candidates of the college, taught by a regular member of the college faculty, part of the regular curriculum of the college, not taken on a study abroad program completed prior to matriculation at Duke, and not pre-calculus or English composition courses. Formal review of courses meeting these criteria will proceed after an official transcript of all college courses taken and documentation pertaining to the criteria are received by the University Registrar. (See also the section on entrance credit in this chapter for a discussion on the number of pre-matriculation credits that can transfer and how they may be used at Duke.)

Work Taken After Matriculation at Duke. After matriculation as a full-time candidate at Duke, a student in Trinity College may receive transfer credit for no more than ten courses taken in the United States at another four-year institution or while
abroad on an approved program of study abroad (see the section on study abroad). Of these, no more than two transfer credits may be awarded for courses taken in the United States, whether in the summer, while withdrawn voluntarily from the college, or while on leave of absence for personal, medical, or financial reasons. International students who take courses in their home country for transfer will be subject to the same policies and limitations governing domestic credit. Full-time degree candidates in the Pratt School of Engineering may receive credit toward the Bachelor of Science in Engineering degree for a maximum of four courses taken at another institution. No credit will be accepted for coursework taken while a Duke student is withdrawn involuntarily.

Courses taken at other institutions with P/F grading or the equivalent will not be accepted for transfer credit. The semester-course unit of credit awarded at Duke for satisfactorily completed courses cannot be directly equated with semester-hour or quarter-hour credits. Credit equivalency is determined by the university registrar. Courses for which there is no equivalent at Duke may be given an 888 or a 999 number, lower or upper level, respectively. All courses approved for transfer are listed on the student’s permanent record at Duke, but grades earned are not recorded. Once the limit of transferred credit has been reached, no additional transferred work will be displayed on the record or used as a substitute for a previously transferred course. Further information is available from the university registrar.

Courses taken in the United States that, upon evaluation, yield transfer credit at Duke may be given Areas of Knowledge and Modes of Inquiry codes. (The same is true of courses taken abroad.) They could count toward the major, minor, or certificate if approved by the relevant academic unit. For purposes of this regulation, interinstitutional credits (see the section on agreement with neighboring universities) are not considered as work taken at another institution.

At least half of the courses submitted toward fulfillment of a student’s major field must be taken at Duke, but departments may make exceptions to this rule in special circumstances. No credit is given for work completed by correspondence, and credit for not more than two semester courses is allowed for extension courses.

Approval forms for Duke students taking courses at institutions other than Duke may be obtained from the offices of the academic deans. Students wishing to transfer credit for study at another accredited college while on leave or during the summer must present a catalog of that college to the appropriate dean and director of undergraduate studies and obtain their approval prior to taking the courses.

Transfer Credit for Students Transferring to Duke. Students transferring from a degree program in another regionally accredited institution may be granted credit for up to 17 semester-course credits. Students will not be awarded more than four course credits for one semester’s work at the institution from which they are transferring credit. Courses accepted for transfer in this circumstance may be given, upon evaluation, Area of Knowledge and Modes of Inquiry codes. They may count toward a major, minor, or certificate program if approved by the relevant academic unit. See the section above for information on the evaluation of courses for transfer and the limitation on transfer courses for the major.

Transfer Credit and the Foreign Language Requirement. The same rules that apply to the transferring of courses to meet other curriculum requirements apply to foreign language courses.

Foreign language courses taken elsewhere and approved for transfer as credit to Duke may be used for language placement. Students who request placement on the basis of non-Duke courses will be required to show their work (including books, syllabus, writing samples, exams) to the director of undergraduate studies in the department of that language, and/or to pass an in-house proficiency exam appropriate to the level.
Advising

Students and their advisors confer when necessary, but they should confer at least once before every registration period to review goals, plans for achieving them, and any problems encountered or anticipated. Before declaring a major in Trinity College, students confer with the premajor advisor, the academic dean for premajor students, or the academic dean in the division of their interests. Upon declaring a major, the student is assigned a faculty advisor; the academic dean for that division is also available for consultation. In the Pratt School of Engineering, the advisor's approval is necessary for registration and all course changes. Much good advising is informal and occurs in conversation with members of the faculty. Students have the responsibility to understand and meet the requirements for the curriculum under which they are studying and should seek advice as appropriate.

Registration

Students are expected to register at specified times for each successive term. Prior to registration each student receives special instructions and registration materials via ACES. Students prepare a course program via the ACES bookbagging function, and discuss it at an appointed time with their advisors. In the Pratt School of Engineering, the schedule must be approved by the advisor.

Students who expect to obtain certification to teach in secondary and elementary schools should consult an advisor in the education program prior to each registration period to ensure that they are meeting requirements for state certification and that they will have places reserved for them in the student teaching program.

Those who register late are subject to a $50 late registration fee. In the case of students enrolled in Continuing Education, late fees are assessed after the first day of classes. Students who fail to register for the fall or spring semester are administratively withdrawn and must apply for readmission if they wish to return. Those students who have not paid any fees owed to or fines imposed by the university (such as laboratory fees, library fines, and parking fines) by the date specified for registration for the following term will not be permitted to register for the following term until such fees and fines have been paid in full, notwithstanding the fact that the student may have paid in full the tuition for the following term.

Students planning to register for a course under the interinstitutional agreement must have the course approved by the appropriate director of undergraduate studies and their academic dean. Further information about registration procedures may be obtained from the Office of the University Registrar, and at its Web site, www.registrar.duke.edu. See the chapter "Special Programs" for information regarding the reciprocal agreement with neighboring universities.

Duke Identification Card and Term Enrollment

Undergraduate students are issued an identification card (DukeCard) which they should carry at all times. The card is a means of identification for library privileges and provides access to many university facilities, functions, and services available to currently enrolled students. Students are expected to present their card on request to any university official or employee. The card is not transferable, and fraudulent use may result in loss of student privileges or suspension. Loss of the card should be reported immediately to the DukeCard Office at (919) 684-5800. A replacement fee will be charged for lost or stolen cards. Official enrollment is required for admission to any class.

Concurrent Enrollment

A student enrolled at Duke may not enroll concurrently in any other school or college without special permission of the appropriate academic dean. See, however, the statement regarding the reciprocal agreement with the University of North Carolina at Chapel Hill, North Carolina Central University in Durham, North Carolina State University at Raleigh, the University of North Carolina at Charlotte, and the University of North Carolina at Greensboro.
Course Changes after Classes Begin in the Fall and Spring Terms. During the drop/add period changes may be made in course schedules through ACES. Students may drop and add courses during the first week of classes in the fall and spring terms at their own discretion; during the second week of the drop/add period they may drop courses at their own discretion, but a permission number provided by the appropriate instructor is required for adding a course. After the drop/add period no course may be added; also, a course may not be changed to or from the pass/fail or audit basis. To withdraw from a course, students must obtain permission from their academic deans; and for reasons of course overload, i.e., more than four semester courses, the academic dean may give permission prior to the final four weeks of classes. The academic dean may also permit students with compelling reasons and in a normal course load to withdraw from a course up to the first day of the final four weeks of classes. After the drop/add period, students permitted to withdraw receive a WP (withdraw passing) or WF (withdraw failing) grade from the instructor. Course work discontinued without the dean's permission will result in a grade of F. When students note errors in their course schedules, they should consult immediately with their academic dean during the schedule correction period that occurs immediately after drop/add ends.

Course Changes for the Summer Terms. Course changes during the summer term are accomplished through ACES. Duke students who are blocked from continuing into a summer term must see their academic dean.

Courses may be added before or during the first three days of the term. After the third day of the term, no course may be added. Prior to the first day of the term, students may drop a course or courses for which they have registered without penalty. During the first three days of the term, students will be charged $150 per course ($75 per half-course or per audited course) for dropping a course or courses if this results in any reduction in course load for the term. With the permission of the academic dean, students with compelling reasons may withdraw from a course through the twentieth day of a regular term (eleventh day at the Marine Laboratory); the instructor then assigns a WP or WF grade. Course work discontinued without the approval of the dean will result in a grade of F. (See also the section on withdrawal charges and refunds.)

Accommodations

Duke University, through the Disability Management System–Student Access Office, assists students with disabilities who are enrolled in Trinity College and the Pratt School of Engineering. In order to receive consideration for reasonable accommodations under the Americans With Disabilities Act (ADA), a student must have a physical or mental impairment that substantially limits one or more major life activities such as, but not limited to, hearing, seeing, speaking, breathing, performing manual tasks, walking, caring for oneself, and learning. Substantially limiting refers to an impairment that prevents an individual from performing a major life activity or significantly restricts the condition, manner, or duration under which an individual can perform a major life activity.

Students requesting accommodations under the provisions of ADA (e.g., academic, accessibility, housing) must consult the director of the Student Access Office (919) 668-1267, to explore possible coverage. Students with other medical conditions that may require special assistance (e.g., housing, dining) must consult Duke Student Health Service at (919) 684-3367 for further information. Receiving accommodations or special assistance at another college or university does not necessarily qualify an individual for the same accommodations and/or assistance at Duke University. For academic assistance available to all Duke University students, see also the section on the Academic Resource Center on page 73.
Course Load and Eligibility for Courses

Students are reminded that it is their responsibility to be certain that their course load conforms with academic requirements. The minimum course load in the fall or spring term is four semester courses for credit. Seniors may request an underload, including part-time status, for the last semester (see the section on Full-Time and Part-Time Degree Status in this chapter). Students should take note that two additional semester credits are needed in order to meet the thirty-four (34) semester-course requirement for graduation. During the drop/add period, students in Trinity College may register for up to five and a half course credits, and up to six course credits with the approval of their academic dean. During the same period, students in the Pratt School of Engineering may register for up to five course credits, and up to five and a half or six course credits with the approval of their dean. In no case will students be allowed to register for more than six credits. Students must be enrolled in at least three course credits per semester in order to be considered in full-time status for loan deferment and athletic eligibility purposes.

The maximum course program for one term of the summer session is two courses, one of which may be a laboratory course. Students in the Pratt School of Engineering may enroll in two laboratory courses. In addition, a student may enroll in a physical education activity or technique/performance activity course for one-half course credit.

Eligibility for Courses. The rules established by the Graduate School provide that juniors may enroll in a 200-level (senior-graduate) course. Students wishing to enroll in a 200-level course in their sophomore (second) year must secure permission of the instructor of the course and of their academic dean. Undergraduate students are normally not allowed to enroll in 300- or 400-level courses. Under exceptional circumstances, however, permission to do so may be granted, provided the instructor, the director of graduate studies, and the dean of the Graduate School agree.

Students are responsible for ensuring that they have the stated prerequisites for a course. The computer system will enforce the prerequisites for some courses when registration for them is attempted.

In certain subjects, such as the sciences, mathematics, and the foreign languages (particularly at the introductory and intermediate levels), some lower level courses must be taken in sequence because the content presented at one level is necessary for successful work at the next higher level. Given this circumstance, it follows that students who complete a higher level course in a sequence may not subsequently enroll in a lower one in that sequence. Information about course eligibility is often contained in the official description of the course (see the chapter "Courses and Academic Programs"). Students may direct additional questions about course sequencing to their academic dean.

Seniors who, at the beginning of the final term, lack no more than three semester courses toward the fulfillment of the requirements for the Bachelor of Arts or Bachelor of Science degree may enroll in graduate courses, for a maximum course load of five semester courses. Admission to the Graduate School is necessary.

Students may not register for two courses officially listed as meeting at the same time. In Trinity College no course may be repeated for credit or a grade if a C- or higher has been earned previously, except where noted in the course description. A course previously passed, however, may be audited. Physical education activity courses may be repeated, but without graduation credit.

Students who receive a D-, D, or D+ in any course in Trinity College are allowed to repeat the course at Duke. The grade earned in the repeated course as well as the grade earned originally appear on the transcript, the former identified as a repeat; both grades count in the grade point average, but the credit for only one counts toward the required number of courses for continuation and the thirty-four (34) courses required for graduation. Forms requesting to repeat a course are available in the offices of the academic deans.
Course Audit

Students who audit a course submit no daily work and take no examinations. They do not receive credit for the course. With the written consent of the instructor, a full-time degree student is allowed to audit one or more courses in addition to the normal program. Students must register for audit courses by submitting a signed permission note from the instructor to the Office of the University Registrar. The prohibition against registering for two courses meeting at the same time applies. After the drop/add period in any term, no student classified as an auditor in a particular course may take the course for credit, and no student taking a course for credit may be reclassified as an auditor. Physical education activity, studio art, applied music, and dance technique/performance courses may not be audited. In the fall or spring term, a part-time degree student may audit courses by payment for each course audited. In a summer term, a student carrying two courses for credit may be given permission to audit, without additional fees, nonlaboratory courses with the above exceptions. A student in a summer term carrying less than a full program for credit may secure permission to audit (above exceptions apply) but is required to pay an audit fee for the course. A student may not repeat for credit any course previously audited.

Courses may be audited by faculty members, staff, alumni, employees and their spouses, as well as spouses of currently enrolled students, and members of the Institute for Learning in Retirement; courses audited on the Microelectronics Center of North Carolina (MCNC) Network may be audited without concurrent enrollment in another course. Formal application is not necessary; written permission from the instructor must be obtained and an approval form must be signed by the director of the Office of Continuing Education. Consult the chapter "Financial Information" for the appropriate fee schedule. Auditors must register on the Friday before classes begin.

Independent Study

Independent study enables a student to pursue individual investigation and reading in a field of special interest, under the supervision of a member of the faculty, which results in a substantive paper or report containing significant analysis and interpretation of a previously approved topic. (That substantial paper or report is to be done in the semester in which the student is registered for the independent study course.) A student, with the approval of the instructor and the director of undergraduate studies in the instructor’s department, may enroll in independent study for any term at Duke. In Trinity College, instructors of independent study courses are expected to meet with the students enrolled at least once every two weeks during the fall or spring and at least once each week during a summer term. Students are expected to complete a substantive paper for the course. Independent study courses that have been formally approved as Research Independent Studies carry the R designation. One Research Independent Study (R) may be submitted for approval for a W designation, but it cannot carry any other curriculum designation. Other independent study courses not coded R do not count toward satisfying any general education requirements.

Academic Internships

In Trinity College course credit can be earned for internships only when they include as a component an academic course of instruction. Academic internships must be offered under the auspices of an academic unit in Trinity College. Each student’s internship must be sponsored by a departmental/program faculty member and approved by the director of undergraduate studies. Such internships typically draw upon work experience to investigate a research problem from one or more intellectual/disciplinary perspectives. They thus have an experiential component and a formal intellectual component leading to submission of a substantive research paper for
evaluation. Academic internships are of two types: 1) academic internships that are required for an existing major and are required in programs designed to meet state teaching certification standards; 2) all other academic internships, which are considered to be electives. Only one course credit from these elective academic internships may count toward the thirty-four (34) course credits required for graduation. Further information about procedural requirements may be obtained from the academic deans.

Submission of Term Paper

Students who wish (under unusual circumstances) to submit a single paper for credit in more than one course must receive prior written permission from each course instructor. The student must indicate the multiple submission on the title page of the paper.

Declaration of Major or Division in Trinity College of Arts and Sciences

Before declaring a major in Trinity College, students work with their premajor advisors and with other members of the faculty and staff to develop a long-range academic plan which outlines progress and academic goals for the future. The plan should describe the proposed major program, related classroom and outside experiences, and the general pattern of elective courses, as well as the means by which the student will meet established college requirements for graduation. Although students may declare a major as early as the spring of the first undergraduate year, all students must secure formal approval of their long-range plans and declare a major before they will be permitted to register for classes for their fifth undergraduate semester or to study abroad. Forms for filing the official long-range plan are available on ACES.

After declaring a major, students are assigned an advisor in the department of the major and an academic dean in that division. Students who, having already declared a major, wish to change it should do so in the Office of the University Registrar.

A student may declare an interdepartmental major in two Trinity College departments or programs that offer a major after receiving the approval of the directors of undergraduate studies of the departments involved. The major must be planned early in the undergraduate career. Effective in Fall 2003, it must consist of fourteen or more courses, with at least ten at the 100-level or above; the courses must be split evenly between the two departments; at least four of the seven courses required by each department must be taught within the department. While one of the departments must be identified as the department primarily responsible for the advising for the student's major program, the student must have an advisor in both departments. A student who has not yet declared a major and is interested in an interdepartmental major should consult the Premajor Advising Center as part of the process of completing the long-range plan and declaring a major. A student who has already declared a major and is interested in changing to an interdepartmental major should consult the academic dean responsible for students completing an interdepartmental major. Students proposing an interdepartmental major must present a written plan that has the signed approval of the two directors of undergraduate studies to the Premajor Center or the academic dean for interdepartmental majors, as noted above; the plan must include a descriptive title and rationale as well as a list of courses that will be taken in both departments. Any subsequent changes to the course of study must be jointly approved by the directors of undergraduate studies.

A student who wishes to declare a second major should do so in the Office of the University Registrar before registering for the final term. If the student's second major is not offered within the degree to be granted for completion of the first major, a notation of the second major will appear on the transcript. A student may not declare more than two majors. Majors offered within each degree are listed below:
Bachelor of Arts. African and African American studies, art history, Asian and African languages and literature, biological anthropology and anatomy, biology, Canadian studies, chemistry, classical civilization, classical languages, comparative area studies, computer science, cultural anthropology, earth and ocean sciences, economics, English, environmental sciences and policy, French studies, Germanic languages and literature, history, Italian and European studies, linguistics, literature, mathematics, medieval and Renaissance studies, music, philosophy, physics, political science, psychology, public policy studies, religion, Russian, sociology, Spanish, theater studies, visual arts, and women's studies.

Bachelor of Science. Biological anthropology and anatomy, biology, chemistry, computer science, earth and ocean sciences, economics, environmental sciences, mathematics, physics, and psychology.

Class Attendance, Excuses, and Absences

Responsibility for class attendance rests with individual students, and since regular and punctual class attendance is expected, students must accept the consequences of failure to attend. Instructors may refer to their academic dean students who are, in their opinion, absent excessively. Dean's excuses are not issued for short-term illnesses; rather, students who miss graded work due to short-term illness must notify instructors according to the Short-Term Illness Notification policy approved by the faculty. Detailed information about the policy and the notification procedure is available at T-Reqs (http://www.aas.duke.edu/trinity/t-reqs/illness). The short-term illness procedure is not in effect during final examinations.

In accordance with faculty policy, students who miss graded assignments for long-term illness, personal or family emergency (known to and approved by the academic dean), and authorized representation of the university off-campus may receive a dean's excuse. Officials in charge of groups representing the university are required to submit the names of students to be excused to the appropriate deans' offices forty-eight hours before the absences are to begin. Students who must miss a graded assignment due to one of the three circumstances noted should see their academic dean. A dean's excuse does not exempt students from completing an assignment; instead, it makes them eligible for considerations based on policy set by the instructor of the course.

Dean's excuses are not issued for class absences, discussion sections, or laboratories, only for missed work. In case of long-term illness or personal or family problems, the academic dean may find it appropriate to notify instructors of an extended absence.

Class Scheduling

Class times are officially scheduled at registration unless designated "to be arranged" (TBA). After registration begins, no class time may be changed without prior permission of the University Schedule Committee. Within-class tests (except for the final) are to be given at the regular class meeting times. Exceptions are made for block tests that have been approved by the University Schedule Committee.

Incomplete Course Work

If because of illness, emergency, or reasonable cause a student cannot complete work for a course, the student may request in writing to his or her academic dean the assignment of an I (incomplete) for the course. (Forms are available on T-REQS at www.aas.duke.edu/trinity/t-reqs.) If the request is approved by the instructor in the course and by the student's academic dean, then the student must satisfactorily complete the work by the last class day of the fifth week of the subsequent regular semester (or earlier if there is a question of the student's continuation in school). Professors may also establish earlier deadlines. An I assigned in the fall, spring, or summer terms must be resolved in the succeeding spring or fall term, respectively. If the
If a student whose work is incomplete is also absent from the final examination, an X is assigned for the course (see below). A student not enrolled in the university during the semester following receipt of an I or X will have until the end of the fifth week of classes of the next semester (fall or spring) of matriculation to clear the I. Students may not complete work in a course after graduation. Once recorded, a notation of the I will remain permanently on the student’s record, even after the final grade is assigned for the course. In addition, an I cancels eligibility for Dean’s List and Dean’s List with Distinction.

Final Examinations and Excused Absences

The times and places of final examinations for the fall and spring terms are officially scheduled by the University Schedule Committee, generally according to the day and hour of the regular course meeting; changes may not be made in the schedule without the approval of the committee. If a final examination is to be given in a course, it will be given at the time scheduled by the University Schedule Committee. Take-home examinations are due at the regularly scheduled hour of an examination, based on the time period of the class. In fall or spring courses where final examinations are not scheduled, examinations may not be given in the last week of classes. In the summer session, final examinations are held on the last two days of each term as specified in the Bulletin of Duke University Summer Session and may not be scheduled within the last three days before the examination period. Final examinations for short courses are held on the last day of the course.

No later than the end of the first week of classes of the fall and spring term, the instructor is required to announce plans for the final examination exercise. Unless departmental policy stipulates otherwise, the form of the final exercise is determined by the instructor. However, a final written examination may not exceed three hours in length and a final take-home examination may not require more than three hours in the actual writing.

If a student is absent from a final examination, an X is given instead of a final grade unless the student’s grade in the class is failing, in which case the instructor may submit an F. The student must present an acceptable explanation for the absence to the appropriate academic dean within forty-eight hours after the scheduled time of the examination. Because end-of-the-semester travel arrangements are not the basis for changing a final examination, students are advised to consult the final examination schedule when making such arrangements. Deferral of a final examination will not be authorized by the academic dean if it is ascertained that the student has a history of excessive absences or failure to complete course work in a timely fashion in the course in question. The X is converted to an F if the academic dean does not approve the absence. If the absence is excused by an academic dean, the student arranges with the dean and the instructor for a make-up examination to be given at the earliest possible time. It should be noted that uncleared grades of X may have significant ramifications regarding continuation in the university. (See Grading and Grade Requirements below.) An excused X not cleared by the end of the fifth week of the following semester is converted to an F. Once recorded, a notation of the X will remain permanently on the student’s record, even after the final grade is assigned for the course. A student not enrolled in the university during that following semester has until the end of the fifth week of the next semester of enrollment to clear the X unless an earlier deadline has been established by the instructor and the academic dean.

Grading and Grade Requirements

Final grades on academic work are provided to students via ACES after the examinations at the end of each term. Midterm advisory grade reports for freshmen are issued in the fall and spring.
Passing Grades. Passing grades are A, exceptional; B, superior; C, satisfactory; P, passing (see pass/fail option below); and D, low pass. These grades may be modified by a plus or minus. A Z may be assigned for the satisfactory completion of the first term of a two-course sequence, and the final grade for both courses is assigned at the end of the second course of the sequence.

Although the D grade represents low pass, in Trinity College not more than two courses passed with D grades may be counted among those required for year-to-year continuation or among the thirty-four courses required for graduation. Courses for which a D grade is earned, however, satisfy other requirements. For information on repeating a course with a D grade, see the section on course load and eligibility for courses on page 50.

Failing Grades. A grade of F or U (see pass/fail option below) indicates that the student has failed the course. The grade is recorded on the student's record. If the student registers for the course again, a second entry of the course and the new grade earned are made on the record, but the first entry is not removed.

Grade Point Average. The grade point average is based on grades earned in courses offering credit at Duke and may be calculated based on the following numerical equivalencies to the grading system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

With pass/fail courses, a “P” is not calculated into the grade point average, but a “U” (failing) is a part of that calculation. The semester and cumulative grade point averages are determined at the end of the fall and spring semesters and displayed for students on the academic history reports made available to them via ACES.

Pass/Fail Grading System. With the consent of the instructor, a student who has declared a major may register, following instructions included in registration information, for grading on a pass/fail basis in one elective course each semester and summer session. Courses in the major, the minor, and certificate programs cannot be taken pass/fail. Additionally, no other degree requirements (including prerequisites), except the requirement for thirty-four course credits and the continuation requirements, may be met by a course passed under the pass/fail option. Preceptorials, discussion sections, seminars, and tutorials may not be taken on the pass/fail basis, unless the course is offered only on that basis.

After the drop/add period in any term, no changes from pass/fail to regular status, or from regular to pass/fail status, are permitted in any course. A P may not be converted subsequently to a regular letter grade, and the course may not be retaken under the regular grading system.

Grades When Absent from Final Examination. See the section on final examination and excused absences on page 54.

Effects of Incomplete Work. For purposes of determining satisfactory progress each term and toward graduation, incomplete work in a course indicated by a grade of I or X is considered a failure to achieve satisfactory performance in that course. Furthermore, an incomplete during the academic year cancels eligibility for semester honors; i.e., Dean's List and Dean's List with Distinction. See the section on incomplete work on page 53.
WP, WF, and W Grades, and WE and WA Designation. WP and WF grades may be issued if a student withdraws from a course after the drop/add period. (See the sections on course changes in this chapter.) W grades are issued if a student withdraws from the university before the last four weeks of regular classes in the fall or spring semester, or before the last two weeks of classes in a regular summer term. (See the section on withdrawal and readmission in this chapter.)

WE indicates correction of a student error in registration. WA indicates withdrawal from an audited course. Neither is a grade.

Continuation

Students must achieve a satisfactory record of academic performance each term and make satisfactory progress toward graduation each year to continue in the college. Students who fail to meet the minimum requirements to continue must leave the college for at least two semesters. (A summer session may be counted as a semester.) Those desiring to return after the dismissal period may apply to Trinity College of Arts and Sciences for readmission. If, after readmission, the student fails again to meet minimum requirements, the student will be ineligible, except in extraordinary instances, for readmission to the college. Students admitted to degree programs from Continuing Education should consult their academic deans concerning continuation.

Satisfactory Performance Each Term (Semester Continuation Requirements). A student who does not receive a passing grade in all courses must meet the following minimum requirements or be withdrawn from the college.

In the Fall or Spring Semester: (1) in the first semester of enrollment at Duke, a student must pass at least two semester courses; (2) after the first semester at Duke, a student must pass at least three semester courses; (3) a student taking an authorized underload after the first semester at Duke must earn all passing grades. Students may not carry an underload without the permission of their academic dean. For the purposes of continuation, incomplete work in any course is considered a failure to achieve satisfactory performance in that course. Therefore, where continuation is in question, incomplete work in any course must be completed with a passing grade in time for final grades to be submitted to the Office of the University Registrar no later than the weekday preceding the first day of classes of the spring semester, or one week prior to the first day of classes of the second term of the summer session, as appropriate. In the case of incomplete work in the spring semester, this requirement applies whether or not the student plans to attend one or more terms of the summer session. The student, however, may not enroll in a summer term at Duke unless the requirement of satisfactory performance each semester has been satisfied.

In the Summer Session: to continue enrollment at Duke in the fall, a student must not fail more than one full course taken during that summer. For purposes of continuation, incomplete work is considered failure to achieve a satisfactory performance in that course. Therefore, when eligibility to continue from the summer session to the fall is in question, incomplete courses must be satisfactorily completed in time for a passing grade to be submitted to the Office of the University Registrar no later than the weekday preceding the first day of fall classes.

Any student excluded from the college under the provisions of these regulations may on request have the case reviewed by the senior associate dean of Trinity College of Arts and Sciences.

Satisfactory Progress toward Graduation (Annual Continuation Requirements). Each year prior to the beginning of fall term classes, a student must have made satisfactory progress toward fulfillment of curricular requirements to be eligible to continue in the college; i.e., a certain number of courses must have been passed at Duke according to the following schedule:
For students who have interrupted their university studies, the continuation requirement must still be satisfied before the beginning of each fall term. For such students, the number of courses needed to satisfy the continuation requirement is determined from the table above, based on which semester they will enter in the fall term.

Courses taken in the summer term at Duke may be used to meet this requirement; except as noted, advanced placement may not be used to satisfy it. No more than two courses completed with D grades may be counted toward fulfilling this annual continuation requirement.

Academic Warning and Probation

A student whose academic performance satisfies continuation requirements (see above), but whose record indicates marginal scholarship, will be subject either to academic warning or academic probation. Failure to clear probationary status in the semester of probation will result in a student's dismissal for academic reasons. (See the section "Continuation" for information concerning dismissal.) Students admitted to degree programs from Continuing Education should consult their academic deans concerning warning and probation.

Academic Warning. A student who receives a single grade of F or a second D will be issued an academic warning by the academic dean.

Academic Probation. For a student enrolled in four or more semester courses, the following grades will result in academic probation for the succeeding semester: during the first semester of the freshman year, grades including DD, DF, or FF; during any subsequent semester, grades including DDD, DF, or FF (as long as the student has passed three other semester courses); and during two consecutive semesters, grades including DDDD, DDDF, or DDF. For a student enrolled in an authorized underload (i.e., fewer than four course credits), the following academic performance will result in academic probation: during the first semester of the freshman year, grades of DD or D; during any subsequent semester, grades including DDD or DF (as long as 3.0 course credits have been passed in that semester); and during two consecutive semesters, grades including DDDD, DDDF, or DDF. In a case where probation may be in question because of an incomplete grade, the student will be notified by the dean of the need to have the incomplete replaced by a satisfactory grade in order to avoid probation.

The probation status will be reflected on those academic records used for internal purposes only. Students placed on academic probation must acknowledge their probationary status in writing to their academic dean in order to continue in the college. They are also expected to seek assistance from campus resources, have their course selection approved by their academic deans and meet periodically with them. They may not study abroad during the probation period. Students are expected to clear their
probationary status during the semester of probation. In order to do so, they must enroll in four full-credit courses, of which no more than one may be taken on a pass/fail basis. Grades of C-, P, or better must be earned in each course, or a C average must be achieved in that semester.

Probationary status cannot be cleared in a semester in which students seek permission and are allowed to withdraw to an underload. In such cases, the probationary status continues through the next semester of enrollment or in both terms of the summer session. Students on probation, whether in a normal load or an underload, are required to meet continuation requirements. Students whose probationary status for reason of an underload continues to a second semester must adhere to the conditions and standards previously outlined for clearing probation. Failure to do so will result in academic dismissal.

Changes in Status

Withdrawal and Readmission. Students who wish to withdraw from the college must give official notification to their academic dean. Notification must be received prior to the beginning of classes in any term or tuition will be due on a prorata basis. (See the section on refunds in the chapter "Financial Information.") For students withdrawing on their own initiative after the beginning of classes and up to the first day of the last four weeks of regular classes in the fall or spring term, or before the last two weeks of regular classes in a summer term, a W is assigned in lieu of a regular grade for each course. After these dates an F grade is recorded unless withdrawal is caused by an emergency beyond the control of the student, in which case a W is assigned by the student's academic dean.

Students may be involuntarily withdrawn for academic reasons, financial reasons, violation of academic regulations, and disciplinary reasons; and their withdrawal will be noted accordingly on the official academic record. Notations indicating disciplinary withdrawals are removed when dismissed students return to the university. The expectations pertaining to each are found in the chapters "Degree Programs," "Financial Information," "Campus Life and Activities," and this chapter, "Academic Procedures and Information."

Applications for readmission are made to the appropriate school or college. Each application is reviewed by officers of the school or college to which the student applies, and a decision is made on the basis of the applicant's previous record at Duke, evidence of increasing maturity and discipline, and the degree of success attendant upon activities during the time away from Duke. Students who are readmitted may be considered for housing on campus.

Applications for readmission must be completed by November 1 for enrollment in the spring, by April 1 for enrollment in the summer, and by July 1 for enrollment in the fall.

Leave of Absence. After reaching the second semester of the freshman year, a student in good standing may apply in writing to the appropriate academic dean to take a leave of absence for one or two semesters; the deadline for application for a leave is the end of the registration period for the semester immediately preceding the leave. Students returning from approved leaves and desiring housing on campus will be placed in the general housing lottery, provided they have submitted the appropriate information to the Office of Residential Life by their published deadline and provided that they lived on campus before taking their approved leave. Unless an exception for an emergency is authorized by the students' academic deans, students applying after the course registration cited above will lose their priorities in university housing for the period following the leave.

Registration information will be provided to students on leave by the university registrar. Students who are on a medical leave of absence will be sent registration
materials when they have provided to their academic dean acceptable medical
documentation to clear them for a return. Ordinarily, students who take a medical leave
of absence during a semester may become eligible, with proper medical clearance, to
return after a full/regular semester has passed. All returning students must register
prior to the first day of classes for the term of intended enrollment. Students who fail
to return as expected will be withdrawn from the university and will have to apply for
readmission.

A student who undertakes independent study under Duke supervision and for
Duke credit is not on leave of absence even if studying elsewhere. The student registers
at Duke as a nonresident student and pays the appropriate fees or tuition at Duke. This
also applies to Duke programs conducted away from the Durham campus.

Transfer Between Duke University Schools. Students in good standing may be
considered for transfer from one Duke undergraduate school or college to another, upon
completion of an application form available in the office of the senior associate dean in
Trinity College and the assistant dean for undergraduate affairs in the Pratt School of
Engineering. The review of requests to transfer involves consideration of a student’s
general academic standing, citizenship records, and relative standing in the group of
students applying for transfer. The school or college to which transfer is sought will give
academic counseling to a student as soon as intention to apply for transfer is known,
although no commitment will be implied. A student may apply to transfer at any time
prior to receiving a baccalaureate degree, but transfers may become effective only upon
completion of the first year. A student transferring to Trinity College of Arts and
Sciences from the Pratt School of Engineering, prior to receiving a baccalaureate degree,
may not use more than six professional school credits toward the Bachelor of Arts or
Bachelor of Science degree. If admitted after having earned a baccalaureate degree in
either Trinity College or the Pratt school, a student must complete in the new school/
college a total of seventeen additional courses and fulfill degree requirements in order
to be eligible for a second undergraduate degree at Duke.

Full-Time and Part-Time Degree Status. Candidates for degrees must enroll in a
normal course load (i.e., at least four semester courses) each semester. Students who
intend to change from full-time to part-time status must request permission from their
academic dean. Except for extraordinary circumstances, such permission is given only
to students for the final semester of their senior year. So that the number of part-time
students can be taken into account in enrollment and budget decisions, juniors must
plan ahead and register their intention to be part-time by February 10 preceding the
academic year in which the part-time semester will be taken. Part-time students may
register for not more than two courses (or two courses and a half-credit physical
education activity). Part-time students may not live in university housing. Degree
candidates who matriculated through Continuing Education or are employees should
confer with their academic deans about course load requirements.

Resident and Nonresident Status. See the chapter "Campus Life and Activities."

Nondegree to Degree Status. A nondegree student must apply to the Office of
Undergraduate Admissions for admission to degree candidacy.

Undergraduate Status. An undergraduate student admitted to Trinity College or
the Pratt School of Engineering officially becomes a Duke undergraduate student at
the point of matriculation and is accorded all the rights and privileges of a Duke student at
that time. When an undergraduate has completed all of the requirements of the
bachelor’s degree and is no longer enrolled in course work towards the degree, the
student ceases to be a Duke undergraduate student in the strict sense of the word. Their
rights and privileges are then defined by the Duke Alumni Association. (Note: this
definition also applies to non-degree seeking visiting students during the period of their
enrollment at Duke.)
The Provision of Academic Information to Parents and Guardians

Duke University complies with the policies set forth in the Family Educational Rights and Privacy act of 1974 concerning confidentiality, privacy, and release of information as they pertain to students' educational records. It is primarily the responsibility of students to keep parents and guardians informed of their academic standing and progress as well as any difficulties which may affect their performance. The Office of the Registrar sends grade reports to students at the end of each term and midterm reports to first-year students and their parents or guardians. Additionally, other available information is provided routinely to parents and guardians of undergraduates by the Office of the Dean. They are sent copies of correspondence to students notifying them of changes in their academic standing or regarding unsatisfactory performance which may lead to academic dismissal or the necessity of attending summer school. Parents and guardians may also be alerted to emergency and extraordinary situations which may impinge upon a student's well being.

Academic Recognition and Honors

In determining a student's eligibility for academic recognition and honors, only grades earned in Duke courses, including those earned in Duke Study Abroad programs and in courses covered by the interinstitutional agreement (see index) are considered.

Dean's List accords recognition to academic excellence achieved during each semester. To be eligible for this honor, undergraduates in Trinity College of Arts and Sciences must earn a grade point average placing them in the highest third of undergraduates in their respective college and in addition must (1) complete at least four course credits, including at most two academic half courses (excluding dance performance/technique, physical education activity, music activity, and housecourses) for a regularly assigned grade (i.e., no pass/fail courses); and 2) receive no incomplete or failing grades. Undergraduates who in addition earn semester grade point averages that place them in the highest ten percent of undergraduates in their respective college will receive the Dean's List with Distinction honor, while the remainder of those placing in the highest one third will receive the Dean's List honor as noted above.

In the Pratt School of Engineering, undergraduates must earn a grade point average placing them in the highest one third of their class and in addition must: (1) carry a normal academic load; (2) earn grades other than P in at least three semester courses; and (3) receive no incomplete or failing grades. Undergraduates who in addition earn grade point averages that place them in the highest ten percent of their class also will receive the Dean's List with Distinction honor, while the remainder of those placing in the highest one third will receive the Dean's List honor as noted above.

Graduation with Distinction accords recognition to students who achieve excellence in their major area of study as determined by the departments and as approved by the Committee on Honors of the Arts and Sciences Council. All academic units offering a major have procedures for obtaining graduation with distinction, as does Program II. Some may offer a double honors option, that is, honors in two academic units for a single thesis. Graduation with distinction is separate and distinct from Latin Honors (see below). Interested students should consult the relevant directors of undergraduate study or Program II dean responsible for specific requirements of and eligibility for graduation with distinction, including the possibility for double honors. In general, students seeking to graduate with distinction will participate during their junior and/or senior years in a seminar and/or a directed course of reading, laboratory research, or independent study which results in substantive written work. Each student's overall achievement in the major or in Program II, including the written work, is assessed by a faculty committee. Graduation with distinction may be awarded at one of three levels: highest distinction, high distinction, or distinction.
Latin Honors by Overall Academic Achievement accords recognition for academic excellence achieved over the duration of an entire undergraduate career. Unlike the Dean's List honor which recognizes academic excellence achieved over the short term (one semester), eligibility for the three categories of Latin Honors (summa cum laude, magna cum laude, and cum laude) is based on the cumulative grade point average for all work at Duke. Recipients are determined by the following procedure: The grade point average included within the highest five percent of the previous year's graduating class is used to specify the grade point average needed by those students of the current graduating class to be awarded the summa cum laude honor. The grade point average included within the next highest ten percent of the previous year's graduating class is used to determine the grade point average needed by those students who will graduate with the magna cum laude honor. Finally, the grade point average included within the next ten percent of the previous year's graduating class will be used to determine those students eligible for graduating with the cum laude honor. Thus, about twenty-five percent of each graduating class will receive Latin Honors.

OTHER HONORS

Trinity College of Arts and Sciences and the Pratt School of Engineering officially recognize the following national academic honor societies, each of which has a long and distinguished reputation at Duke and throughout the United States. Because the last several years have seen a proliferation of academic societies in America, undergraduates at Duke should be careful to scrutinize invitations to join national honor societies with which they are unfamiliar.

Phi Eta Sigma. Elections to the national freshman honorary society, Phi Eta Sigma, are made at the end of the fall and spring semesters. Students who earn a 3.5 average in four or more full-credit courses in their first semester of enrollment, or those whose cumulative average at the end of their second semester is 3.5 or above, are invited to membership. Inquiries may be directed to Dr. Donna Kostyu, Duke chapter advisor, Box 90697, Duke University, Durham, NC 27708 (tel: 919-684-9284).

Phi Beta Kappa. Phi Beta Kappa, the national academic honor society founded at William and Mary on December 5, 1776, elects undergraduate students in Trinity College and the Pratt School of Engineering each fall and spring. Eligibility for election is determined not by the university but by the bylaws of the local chapter (Beta of North Carolina) on the basis of outstanding academic achievement and high moral character. Reviews of the academic record of all prospective candidates are conducted in the junior and senior years. The academic record must not contain an unresolved incomplete (I). For early election, students must have completed at least eighteen but fewer than twenty-four graded courses taken at Duke. Regular election requires at least twenty-four graded courses taken at Duke. Transfer students and other students who do not qualify under the preceding requirements may be eligible for deferred election; such students must also have achieved a superior academic record in graded courses at Duke, especially over the last sixteen courses. Students who have graduated magna cum laude and who have been awarded Graduation with Distinction in their first or second major through a vote of at least three faculty members may be nominated for election to Phi Beta Kappa by a faculty member in the distinction department. The nomination must be received by the end of the semester following the student's graduation. Additional information is available on the honors website. The total number of persons elected annually is limited by chapter bylaw to no more than ten percent of the graduating class, of whom no more than one percent can be selected by early election. Eligibility requires a course of study with the breadth that characterizes a liberal education. The Program I curriculum meets those expectations; Program II and Engineering students must demonstrate comparable breadth in order to be eligible. Inquiries concerning distribution requirements for students in the Pratt School of
Engineering should be directed to Professor Rhett George, Department of Electrical Engineering. All other inquiries may be directed to the Secretary of Phi Beta Kappa, Box 99352, Duke Station, Durham, North Carolina 27708.

Golden Key International Honour Society. Membership to this international academic honors organization is by invitation only to the top 15 percent of juniors and seniors in all fields of study. Members gain leadership experience as chapter officers and delegates to regional conferences and international convention. Scholarships such as the international GK Scholar Awards ($10,000) are won annually. A network of 500 corporate recruiting contacts is available to members seeking internships and employment. Chapter members plan service/academic projects with the advisor, Dr. Caroline Lattimore, Duke chapter advisor, Box 90739, Duke University, Durham, NC 27708.

Tau Beta Phi. Elections to the national engineering honor society, Tau Beta Pi, are held in the fall and spring. Eligibility is determined on the basis of distinguished scholarship and exemplary character. Engineering students whose academic standing is in the upper eighth of the junior class or the upper fifth of the senior class have earned consideration by their local chapter. Inquiries may be directed to the Advisory Board, Tau Beta Pi, Pratt School of Engineering, Box 90271, Duke University, Durham, North Carolina 27708.

International Postgraduate Scholarships. Students interested in various prestigious fellowships for graduate study (for example, the Fulbright, Luce, Marshall, Rhodes, and Winston Churchill) should consult the web site: www.aas.duke.edu/trinity/scholarships/. Specific information about deadlines and procedures for the individual scholarships and fellowships is available through that site.

Notification of Intention to Graduate

The Diploma Form for students in Trinity College of Arts and Sciences and the Pratt School of Engineering is official notification that they expect to have completed all requirements for the degree and to receive the diploma on a particular graduation date. It is the responsibility of students to submit the form on or before established deadlines. For students in Trinity College, the diploma form, to be submitted during the fall registration period, is sent to prospective graduates at their acpub email addresses. If desired, paper copies can be obtained from the deans in Trinity College. In the Pratt School of Engineering, diploma forms are available in the dean’s office.

Commencement

Graduation exercises are held once a year in May when degrees are conferred upon and diplomas are issued to those who have completed degree requirements by the end of the spring term. Those who complete the requirements by the end of the summer term or by the end of the fall term receive diplomas dated September 1 or December 30, respectively. Students who are within two course credits of graduation at the end of the spring term may request to participate in the annual graduation exercises. The request must be made in writing and submitted to their academic dean by February 10. There is a delay of one month to two months in the mailing of September and December diplomas because diplomas cannot be issued until they are approved by the Academic Council and the Board of Trustees.

Education Records

Duke University adheres to a policy permitting students access to their education records and certain confidential financial information. Students may request review of any information which is contained in their education records and may, using appropriate procedures, challenge the content of these records. An explanation of the
Academic Concerns: Procedure for Resolution of Students' Academic Concerns

Trinity College provides formal educational opportunities for its students under the assumption that successful transmission and accumulation of knowledge and intellectual understanding depend on the mutual efforts of teachers and students. Ideally, the college offers a range of learning experiences in which students strive to learn enough to be able to test their ideas against those of the faculty, and faculty, through the preparation of course materials and the freshness of view of their students, discover nuances in their disciplines.

Sometimes, however, student-faculty interrelationships in certain courses give rise to concerns that, for whatever reason, can inhibit successful teaching and learning. When this occurs, students often need assistance in resolving the issues.

The faculty and administration of Trinity College attempt to be genuinely responsive to all such matters and a student should not hesitate to seek assistance from faculty and administrative officers in resolving problems.

Questions about course content, an instructor’s methods of presentation, the level of discourse, criteria for evaluation of students, or about grades or administrative procedures in a course should be directed to the instructor of the course. If a student believes that productive discussion with the instructor is not possible, courtesy requires that the instructor be informed before the student refers questions about the course to the director of undergraduate studies or, in his or her absence, to the chairman of the department. If a student’s concern involves a departmental policy rather than an individual course, the student should first confer with the director of undergraduate studies in the department. A list of the names, addresses, and telephone numbers of the various directors of undergraduate studies can be found in the University Directory. Staff members in the department offices can assist in arranging appointments with the directors. When necessary, directors of undergraduate studies may refer students to the department chairman.

A student in doubt about how to proceed in discussing a particular problem, or who seeks resolution of a problem, is encouraged to confer with an academic dean of Trinity College.

In those exceptional cases where a problem remains unresolved through informal discussion, a formal procedure of appeal to the senior associate dean of Trinity College is available. A student may initiate this more formal appeal procedure by bringing his or her problems with assurance of confidentiality, if requested, to the attention of the senior associate dean of Trinity College, who will request information about the nature of the issue and about the earlier efforts made to deal with it.
Exclusion of Disruptive Students

The successful conduct of courses depends upon a fundamental standard of mutual respect and cooperation among participants. Accordingly, instructors may ask and expect a student to leave a class if the student behaves in such a way that the educational experience of other students and/or the instructor’s course objectives are disrupted. In especially serious or on-going cases of disruptive behavior, the student may be subject to judicial action and/or permanent exclusion from the course. If excluded, the student will be withdrawn from the course and the instructor will submit a grade of WP or WF.

Prizes and Awards

The achievements of undergraduate students are recognized in various fields of activity. The following prizes suggest the range of recognition. According to current university policy, some of the scholarships listed must be awarded in honorary form unless the students chosen are on financial aid, in which case the scholarships will be incorporated in the winners' financial packages. These scholarships are identified by an asterisk (*).

HUMANITIES

The Edward H. Benenson Awards in the Arts. These awards are granted annually through the generosity of Duke alumnus and trustee Edward H. Benenson. Funds are awarded for fees, equipment, supplies, travel, production, and other educational expenses for projects in art, music, drama, dance, creative writing, and film/video proposed by undergraduates and graduating seniors of Trinity College and the Pratt School of Engineering. Application forms and instructions are available in February from the Institute of the Arts, 109 Bivins Building.

The Louis Sudler Prize in the Arts. An award is presented annually by the Institute of the Arts to a graduating senior who, in the opinion of a special institute committee, has demonstrated the most outstanding achievement in artistic performance or creation. The prize of $1,000 was established in 1983 through the generosity of Louis C. Sudler, Chicago, Illinois.

The David Taggart Clark Prize in Classical Studies. This prize derives from income earned on the generous bequest (1956) of Professor David Taggart Clark, classicist and economist. It is awarded to the senior major in classical civilization or classical languages who is judged to have written the best honors essay of the year, and consists of an important book or books in the field of classics.

Harold Brody Award for Excellence in Musical Theater. In recognition of exceptional achievement in musical theater, this award is given annually to a Duke student or group of students, with preference given to graduating seniors. It recognizes accomplishments in musical theater by students in the Department of Theater Studies, the Department of Music, and the student-run musical theater group Hoof ‘n’ Horn. The award was established by an alumnus with a deep affection for and appreciation of the art of musical theater.

John M. Clum Distinguished Theater Studies Graduate Award. This award is named for the distinguished founder of the Duke University Drama Program, now the Department of Theater Studies. It recognizes a graduating senior who has made extraordinary contributions to the life of the department and who has exhibited outstanding personal and professional qualities.

Alex Cohen Awards. These awards, funded by the Alex Cohen Endowment and the Department of Theater Studies, support student initiatives in theater during the summer. Two to four grants are awarded every spring. These awards were established in honor of Alex Cohen (1972-1991), a Duke student and aspiring actor.

Dasha Epstein Award in Playwriting. This award is presented annually to a current third-year Duke student with demonstrated promise in playwriting.

Augusto Lentricchia Award for Excellence in Directing. This award is presented annually to an undergraduate at Duke University for sustained excellence in directing for the stage or screen. The award is sponsored by the Department of Theater Studies through a continuing gift from Frank Lentricchia, who named the award in memory of his paternal grandfather, a man of few, but penetrating, words and a keenly observant and extraordinarily disciplined poet.

Tommaso Iacovella Award for Excellence in Acting. This award is presented annually to an undergraduate at Duke University for sustained excellence in acting for the stage or screen. The award is sponsored by the Department of Theater Studies through a continuing gift from Frank Lentricchia,
who named the prize in memory of his maternal grandfather, a captivating and exuberant storyteller who inspired him with his charismatic and surprising stories.

Dale B.J. Randall Award in Dramatic Literature. This award recognizes outstanding achievement in the study of dramatic literature. It is presented annually to the undergraduate student writing the best essay in a course in dramatic literature. It honors Professor Emeritus Dale B.J. Randall, a distinguished scholar of Renaissance English drama, a member of Duke's English department faculty from 1957 to 1999 and of the Program in Drama from 1991 to 1999. He served as Interim Director of the latter in 1991-92.

Kenneth J. Reardon Award. This award recognizes outstanding commitment and leadership in theater design, management, or production. It was established in honor of Kenneth J. Reardon, former professor of English (1947-1980) and director of Duke Players (1947-1967). Professor Reardon was an inspiration to decades of students through his commitment to producing and teaching theater on the Duke campus. With the help of Professor Joseph Weatherby, he planned and implemented the conversion of an engineering building into what is now the beloved Branson Theater on East Campus.

Reynolds Price Award for Script-writing. This award is presented annually by the Department of Theater Studies to a Duke undergraduate for the best original script for stage, screen, or television.

The Bascom Headen Palmer Literary Prize. This prize was established in honor of Bascom Headen Palmer's achievement as recipient of the Hesperian Literary Society Medal in 1875, his senior year in Trinity College.

The Henry Schuman Music Prize. A prize of $350 is awarded annually to a graduating senior for an original composition or a distinguished paper in music history or analysis. The award is sponsored by the Department of Music through a continuing gift from Dr. and Mrs. James H. Semans, who named the prize after Henry Schuman, a lifelong friend of the Semans and Trent families, a talented amateur violinist, and one who helped to build valued collections in the Duke library.

Giorgio Ciompi Scholarships. Named for the founder of the Ciompi String Quartet, Duke University's quartet in residence, these music scholarships are given to students who can demonstrate talent and achievement on a string instrument. Although recipients need not major in music, they are required to study privately. These scholarships cover fees for applied instruction.

The Smith Memorial Scholarship. This scholarship of up to $2,000, in memory of Marvin Boren and Elvira Lowe Smith, is awarded to an organist who is an undergraduate music major. It is renewable as long as the recipient continues to study the organ and maintains satisfactory progress.

The Larry and Violet H. Turner Scholarships. Established by a gift of Larry Turner, class of 1935, these scholarships are given to undergraduates demonstrating outstanding ability on a string instrument. Although recipients need not major in music, they are required to study privately and to participate as members of the Duke Symphony Orchestra. The scholarships cover fees for private instruction.

The Julia Wilkinson Mueller Prize for Excellence in Music. An award of $300 will be presented to a graduating senior for achievement in musical performance.


*The William M. Blackburn Scholarship. This fund was established in 1962 to honor William Blackburn, distinguished teacher of writing at Duke. The scholarship, awarded by the Department of English, recognizes outstanding achievement in the field of creative writing.

Stanley E. Fish Award for Outstanding Work in British Literature. This award, given by the Department of English, recognizes outstanding work by an undergraduate enrolled in an English course in British Literature.

The Anne Flexner Memorial Award for Creative Writing. This award was established by the family and friends of Anne Flexner, who graduated from Duke in 1945. Open to all Duke undergraduates, the competition for prose fiction (5,000-word limit) and poetry (200-line limit) is sponsored in the spring semester by the Department of English.

The Rudolph William Rosati Fund. Established in 1978 by Mr. W. M. Upchurch, Jr., this fund honors the memory of his friend, the late Mr. Rosati, a talented writer. Awards are given to encourage, advance, and reward creative writing among undergraduate students. A committee named by the provost oversees the program and distribution of the fund.
Barbara Herrnstein Smith Award for Outstanding Work in Literary Theory or Criticism. This award, given by the Department of English, recognizes outstanding work by an undergraduate enrolled in an English course in literary theory or criticism.

*The Margaret Rose Knight Sanford Scholarship. This fund was established in recognition of the untiring efforts of Margaret Rose Knight Sanford on behalf of Duke University. The scholarship is awarded to a female student who demonstrates particular promise in creative writing. Awards are made by the Department of English.

*The Francis Pemberton Scholarship. This award was created by the trustees of the Mary Duke Biddle Foundation in memory and in honor of Francis Pemberton's service to the Biddle Foundation. The scholarship is awarded by the Department of English to a junior or senior pursuing the study of creative writing.

The Terry Welby Tyler, Jr. Award for Creative Writing. This award was established by the family of Terry Welby Tyler, Jr., who would have graduated with the class of 1997, to recognize and honor outstanding undergraduate poetry. Open to all Duke undergraduates, the competition is sponsored by the Department of English.

Award for Most Original Honors Thesis. This award is given by the Department of English for the most original honors thesis.

Award for Outstanding Work in American Literature. This award, given by the Department of English, recognizes outstanding work by an undergraduate enrolled in an English course in American Literature.

SOCIAL SCIENCES

The Winfred Quinton Holton Awards in Education. These awards were established in 1922 by gifts of Holland Holton, Class of 1907, and Lela Young Holton, Class of 1907, in memory of their son, Winfred Quinton Holton, with the income to be used for work and projects involving education. Three Holton awards are given: an award for Brussels Fellows, an award for educational research, and an award for early childhood studies. Decisions are made by faculty in the Program in Education.

The William T. Laprade Prize in History. This prize is offered in honor of William T. Laprade, who was a member of the Department of History at Trinity College and Duke University from 1909 to 1953, and chairman of the department from 1938 to 1952. It is awarded to a senior who is being graduated with distinction and whose senior essay in history has been judged to be unusually meritorious.

Robert S. Rankin Political Science Awards:

Award in American Government and Constitutional Law. An award to the outstanding student in the field of American government and constitutional law. A monetary prize is donated by a former student of Professor Rankin’s, Judge Jerry B. Stone, A.B. ’44, J.D. ’48.

Award in American National, State, and Local Governments. An award to the outstanding student in the field of American national and/or state and/or local governments. A monetary prize is also donated by Judge Stone.

American Government Award for Leadership and Academic Achievement. One or more awards have been donated by Robert H. Connery, Professor Emeritus of Public Law and Government at Columbia University and from 1949-65 a colleague of Professor Rankin when both were members of the Duke faculty, and by a group of Professor Rankin’s former students. These awards are given to students, chosen by the Department of Political Science, who have demonstrated excellence in the study of American government and whose past achievements and future promise manifests not only high intellectual attainments, but also an exemplary leadership role in service to Duke University or to the community as broadly defined.

Alona E. Evans Prize in International Law. An annual award to an undergraduate and/or graduate student in arts and sciences whose paper(s) on international law reflect(s) excellence in scholarship. Substantial money prizes are derived from income earned on the generous bequest of Professor Alona E. Evans, A.B. ’40, Ph.D. (political science) ’45.

Elizabeth G. Verville Award. An annual award to the undergraduate who submits the best paper in the subject matter of political science. Funds for the award are derived from a gift donated by Elizabeth G. Verville, a political science major, A.B. ’61.

The Marguerite (Mimi) Voorhees Kraemer Award. This annual award was created by the family and friends of Mimi Voorhees, a public policy studies major, class of 1979. It recognizes one or more PPS students who have demonstrated strong leadership qualities and a commitment to public service. This award is given to qualifying juniors as a scholarship to help defray the costs of participating in the summer internship program.
The Joel Fleishman Distinguished Scholar Award. This award is presented annually by the Sanford Institute of Public Policy, recognizing the graduating major with the highest academic achievement in public policy.

The Terry Sanford Departmental Award. This award is presented annually by the Sanford Institute of Public Policy to the graduating major recognizing his/her achievement in leadership.

The Karl E. Zener Award for Outstanding Performance of a Major in Psychology. Psychology students submitting outstanding theses for Graduation for Distinction may be nominated for the Karl E. Zener Award. A committee of three faculty members along with the director of undergraduate studies determines the winner of this award. The award is based on the student’s total academic record as well as the paper submitted to the award committee. This award consists of a monetary prize and inclusion by name on a memorial plaque in Zener Auditorium.

NATURAL SCIENCES AND MATHEMATICS

The Edward C. Horn Memorial Prize for Excellence in Biology. Given each year to a graduating biology major who has shown, in the opinion of the biology faculty, the highest level of academic achievement and promise, this prize is offered in memory of Professor Edward C. Horn. It is a tribute to his warm regard for students and faculty and his appreciation of scholarly excellence. The prize consists of books appropriate to the student’s field of interest.

The Excellence in Plant Science Prize. Given each year by the plant science faculty to a graduating biology major who has demonstrated excellence in botanical research. The prize consists of books appropriate to the student’s field of interest.

The James B. Rast Memorial Award in Organismal Biology. The parents and friends of James Brailsford Rast, a member of the Class of 1958 of Duke University, endowed this award in his memory. This award is given each year by the biology faculty in recognition of excellence in course work and research in the study or organismal biology.

The Maggie Schneider Award in Marine Biology. In memory of Maggie Schneider, a member of the Duke class of 2004, this award is given each year by the faculty of the Duke University Marine Laboratory to the biology major who demonstrates the love of learning and service in marine and conservation biology.

The CRC Outstanding Freshman Chemistry Award. A copy of the Chemical Rubber Company’s Handbook of Chemistry and Physics is awarded annually to a first-year student in chemistry. The basis for selection by a faculty committee is academic excellence.

The American Chemical Society Undergraduate Award in Analytical Chemistry. This prize is given annually by the Analytical Division of the American Chemical Society to an undergraduate student in analytical chemistry. The basis for selection is academic excellence and laboratory proficiency. The prize is a subscription to the journal Analytical Chemistry published by the American Chemical Society.

The Chemistry Department Award. This prize is awarded annually to an outstanding senior chemistry major in the Bachelor of Science degree program. The basis for selection is the student’s independent research and interest in pursuing advanced work in chemistry. The award is based on scholastic excellence. The prize consists of a copy of the Merck Index presented by Merck and Co., Inc.

The Hypercube Scholar Award. This prize is awarded annually to an outstanding senior chemistry major in the Bachelor of Science degree program. Selection, by a faculty committee, is based on scholastic achievement, performance in independent study, and interest in pursuing advanced work in a field of chemistry which utilizes molecular modeling extensively. The prize consists of a molecular modeling computer software package presented by Hypercube, Inc.

The Thomas V. Laska Memorial Award. Awarded annually by the Division of Earth and Ocean Sciences to a graduating senior in recognition of most outstanding achievement and promise for future success in the earth and ocean sciences. The recipient receives a gift and a perpetual plaque in memory of their son, Thomas Vadav Laska.

The Estwing Award. Awarded annually to a graduating senior in the Division of Earth and Ocean Sciences by his/her peers in recognition of outstanding achievement in the earth and ocean sciences.

The Julia Dale Prize in Mathematics. This award was established in 1938 by friends and relatives of Julia Dale, an assistant professor of mathematics at Duke University who died early in her career. The annual cash award is given through the Department of Mathematics to one or more undergraduate students in recognition of excellence in mathematics.
Karl Menger Award. This award was established in 1989 by relatives of distinguished twentieth-century mathematician Karl Menger. The annual cash award is given through the Department of Mathematics in recognition of outstanding performance in mathematical competitions.

ENGINEERING

The Walter J. Seeley Scholastic Award. This award is presented annually by the Engineers' Student Government to that member of the graduating class of the school who has achieved the highest scholastic average in all subjects, and who has shown diligence in pursuit of an engineering education. The award was initiated to honor the spirit of academic excellence and professional diligence demonstrated by the late Dean Emeritus Walter J. Seeley. It is hoped that this award will serve as a symbol of the man and the ideals for which he stood. The name of the recipient is inscribed on a plaque displayed in the Engineering Building.

The American Society of Civil Engineers Prize. The prize is awarded annually by the North Carolina Chapter of the American Society of Civil Engineers to two outstanding civil engineering seniors, upon recommendation of the faculty of the civil engineering department. The basis for selection is the student's scholastic record, contribution to the student chapter, and participation in other college activities and organizations. The prize consists of a certificate of award and the payment of one year's dues in the American Society of Civil Engineers.

The George Sherrerd III Memorial Award in Electrical Engineering. This award is presented annually to the senior in electrical engineering who, in the opinion of the electrical engineering faculty, has attained the highest level of scholastic achievement in all subjects and has rendered significant service to the Pratt School of Engineering and the university at large. The award was established in 1958 by the parents of George Sherrerd III, a graduate of the Class of 1955, to recognize outstanding undergraduate scholarship. Recipients receive a monetary award, and their names are inscribed on a plaque displayed in the Engineering Building.

The Charles Ernest Seager Memorial Award. This award recognizes outstanding achievement in the annual Student Prize Paper Contest of the Duke branch of the Institute of Electrical and Electronics Engineers or significant contributions to electrical engineering. The award, established in 1958 by the widow and friends of Charles Ernest Seager, a graduate of the Class of 1955, consists of inscribing the name of the contest winner on a plaque displayed in the Engineering Building.

The Milmow Prize. This prize is awarded annually to students from North or South Carolina graduating in the Department of Electrical Engineering, who, in the opinion of the faculty of that department, and, as shown by their grades, have made the most progress in electrical engineering during the last year in school. The prize consists of a certificate of award and one year's payment of dues in the Institute of Electrical and Electronic Engineers for the membership year in which the honoree is awarded the baccalaureate degree.

The Raymond C. Gaugler Award in Materials Science and Engineering. This award is presented annually to the senior who has made the most progress at Duke in developing competence in materials science or materials engineering. The basis for selection is the student's scholastic record, research, or design projects completed at Duke, and interest in a materials-related career. The award has been established by Patricia S. Pearsall in memory of her grandfather, Raymond C. Gaugler, who was president of the American Cyanamid Company prior to his death in 1952.

The American Society of Mechanical Engineers Award. This award is presented annually to a senior in mechanical engineering for outstanding efforts and accomplishments in behalf of the American Society of Mechanical Engineers Student Section at Duke. The award consists of a certificate of recognition.

The School of Engineering Student Service Award. This award, established in 1978, is given to those graduating seniors who, by their contributions of time, effort, and spirit, have significantly benefited the community of the Pratt School of Engineering. The names of the recipients are inscribed on a plaque displayed in the Engineering Building.

The T. C. Heyward Scholarship Award. This award is presented annually to an outstanding senior in mechanical engineering at Duke University. The recipient is chosen by a committee of the mechanical engineering faculty and selection is based on academic excellence, engineering ability, and leadership.

The recipient receives a monetary award and his or her name is inscribed on a plaque displayed in the Engineering Building.

The William Brewster Snow Award in Environmental Engineering. This award is presented to an outstanding senior in civil engineering who, through superior academic achievement and extracurricular activities, has demonstrated interest and commitment to environmental engineering as a career. Selection of the recipient is made by the civil engineering faculty. The recipient is presented with an inscribed plaque and his or her name is also inscribed on a plaque permanently displayed in the Engineering Building.
The Otto Meier, Jr. Tau Beta Pi Award. This award was established in recognition of Dr. Meier's leadership in establishing the North Carolina Gamma Chapter in 1948 and his continuous service as chapter advisor until 1975. This award is given annually to the graduating Tau Beta Pi member who symbolizes the highest level of scholastic achievement and exemplary character required for membership. The name of the recipient is inscribed on a plaque displayed in the Engineering Building.

The da Vinci Award. This award is presented by a faculty committee of the Department of Biomedical Engineering to the biomedical engineering senior with the most outstanding academic record. This award commemorates the contributions of Leonardo da Vinci in laying the foundations for the study of biomechanics.

The von Helmholtz Award. This award is presented by a faculty committee of the Department of Biomedical Engineering to the biomedical engineering senior who has made the most outstanding contribution to the department. This award commemorates the work of von Helmholtz in laying the foundations of biomedical engineering.

Aubrey E. Palmer Award. This award, established in 1980, is presented annually by the faculty of the Department of Civil and Environmental Engineering to a civil engineering senior in recognition of outstanding academic achievement. This award is given to the civil engineering senior who has attained the highest level of scholastic achievement in all subjects. The name of the recipient is inscribed on a plaque displayed in the Engineering Building.

The Mechanical Engineering and Materials Science Faculty Award. This award is presented annually to the graduating mechanical engineering senior who has attained the highest level of scholastic achievement in all subjects. The name of the recipient is inscribed on a plaque displayed in the Engineering Building.

The Eric I. Pas Award. This award, established in memory of Dr. Eric Pas, former Director of Undergraduate Studies in Civil and Environmental Engineering, is presented to the graduating civil engineering senior judged by the faculty of the Department to have conducted the most outstanding independent study project.

GENERAL EXCELLENCE WITH SPECIAL INTERESTS

The Janet B. Chiang Grants. These grants provide for student projects with the goal of furthering Asian/ American understanding (qualifying projects would include the development and teaching of house courses, travel grants to educational conferences, stipends for independent research or publications development and for need-based grants for study in Asia).

The Sirena WuDunn Memorial Scholarship Fund. This fund was created by the family and friends of Sirena WuDunn. An award is made annually to a student who best embodies Sirena's ideals and interests and who has demonstrated academic excellence and an interest in Asian culture.

The Raymond D. Lublin, M.D. Premedical Award. This award is presented to an outstanding graduating senior who will be attending medical school and who has excelled in both science and non-science areas of the curriculum. The award is given to the student in Trinity College of Arts and Sciences or the Pratt School of Engineering who has made the greatest contribution to the university through participation and leadership in intramural sports.

SPORTS

Kevin Deford Gorter Memorial Endowment Fund. This fund was created by the family of Kevin Deford Gorter to assist, promote, and expand the Sport Clubs program at Duke University. An award is made annually to the student who has made the greatest contribution to the program and best exemplifies the purposes of Sport Clubs at Duke University.

The William Senhauser Prize. Given by the mother of William Senhauser in memory of her son, a member of the Class of 1942, who gave his life in the Pacific theater of war on August 4, 1944. This award is made annually to the student in Trinity College of Arts and Sciences or the Pratt School of Engineering who has made the greatest contribution to the university through participation and leadership in intramural sports. The winner of this prize is chosen by a committee appointed by the president of the university.
Special Study Centers, Programs, and Opportunities
Campus Centers and Institutes

INTERNATIONAL AND AREA STUDIES PROGRAMS

Center for International Studies. The university's Center for International Studies promotes, coordinates, and supports a wide array of research and teaching activities on international issues in Arts and Sciences and the professional schools. Faculty associated with the center come from diverse disciplines and reflect a wide range of intellectual interests. Their primary bond is a concern with peoples, events, movements, and institutions outside the United States; relations among nations; and activities and institutions in the United States that affect the rest of the world. The center fosters the belief that comparative knowledge and understanding of other cultures and societies are essential for an appreciation of the world in which we live and deserve primary emphasis in teaching and research in the university.

The functions of the center are to provide focus, structure, and support to the research efforts of associated scholars and to serve as a catalyst for the coordination of varied research undertakings. It also assists in dissemination of these undertakings and fosters international activities in educational, research, and governmental institutions in the local area and in the southeastern United States.

The Center for International Studies is involved in monitoring and initiating change in the international curricula of the undergraduate, graduate, and professional schools of the university. It has a special interest in undergraduate education and, through a variety of programs and activities, makes a contribution to the undergraduate academic experience. It seeks to attract students to the wide range of international and comparative courses available, and it offers awards to rising sophomores for summer travel and research overseas. In recognition of the excellence of its programs, Duke's Center for International Studies has been designated a National Resource Undergraduate Center in International Studies by the U.S. Department of Education.

In addition, the center provides funding for graduate student and faculty travel and research, and for interdisciplinary faculty working groups and committees which sponsor programs such as visiting speakers, faculty seminars, conferences/symposia, film series, working papers and other activities. Thematic and area studies committees include:

- African Studies
- Comparative Islamic Studies
- Contemporary East Asian Popular Culture
- National Identity, Nationalism, and Ethnicity
- South Asian Studies
- Transitional Issues in the Former Soviet Union
- Asian/Pacific Studies

This program, administered by the Asian/ Pacific Studies Institute, supports and encourages Asian and Pacific studies with special emphasis on China, Japan, and Korea. Courses offered cover a range of disciplines including Asian culture, Chinese, Japanese, and Korean (language and literature); art history, business, cultural anthropology, history, law, political science, psychology, religion, and sociology. The institute provides support for visiting speakers and conferences, library resources and research clusters. Scholarships and fellowships, including FLAS fellowships, are available annually. Study abroad opportunities are available in China (Duke credit) and Japan (transfer credit). Majors are available at the undergraduate level through the comparative area studies program (East Asian concentration) or through
Asian and African Languages and Literature. At the graduate level the institute offers a certificate and an M.A. in East Asian Studies.

Canadian Studies Center. The Canadian Studies Center administers the Canadian Studies Program, which offers courses introducing students to various aspects of Canadian life and culture. Courses and lectures in a wide range of disciplines in the humanities and the social sciences are designed to increase students' knowledge and understanding of Canada. Special emphasis is placed on Canadian problems and comparisons of Canadian and American perspectives. Concentrations in Canadian studies are described in the chapter "Courses of Instruction." Study abroad opportunities are available.

Center for Latin American and Caribbean Studies. The Center for Latin American and Caribbean Studies coordinates undergraduate and graduate education in Latin American and Caribbean Studies, and promotes research and dissemination of knowledge about the region. The center offers an interdisciplinary undergraduate certificate in Latin American Studies, which students can earn in conjunction with their bachelor's degree. Additional information about this certificate program can be found in the chapter "Courses and Academic Programs." Faculty associated with the center offer a wide range of courses in the humanities, the social sciences, Portuguese and Spanish. The center also sponsors visiting professors and lecturers from Latin America, a speakers series, conferences, and summer and academic year programs abroad. In addition, the center and the Institute of Latin American Studies at the University of North Carolina-Chapel Hill sponsor the Consortium in Latin American Studies, that includes yearly exchanges of faculty members from each institution and joint undergraduate and graduate student seminars as well as the annual Latin American Film Festival. For more information consult the academic coordinator at 2114 Campus Drive, Box 90254, Durham, NC 27708-0254; telephone (919) 681-3980; e-mail: las@duke.edu; web site: http: // www.duke.edu/ web/ las.

Center for Slavic, Eurasian, and East European Studies. With the support of the U.S. Department of Education, this joint Duke–University of North Carolina Center coordinates interdisciplinary efforts primarily in the fields of Russian (including Soviet) and East European history, economics, political science, literature, linguistics and language training. Language instruction in Russian, Polish, and Ukrainian is available. The committee also sponsors visiting lectures, conferences, symposia, and films.

Center for European Studies. Faculty associated with the Duke–University of North Carolina Center for European Studies promote comparative research, graduate training, and teaching activities concerned with historical and contemporary European issues. Funded in part by the U.S. Department of Education, this program regularly sponsors campus-wide events, such as conferences on contemporary trends in European politics and society and recent developments in the European Union. It also supports faculty-student working groups, curriculum development, and library materials acquisition. A West Europe concentration is available for Comparative Area Studies majors.

CENTER FOR DOCUMENTARY STUDIES

The Center for Documentary Studies, an interdisciplinary educational organization at Duke University, is dedicated to advancing documentary work that combines experience and creativity with education and community life. Founded in 1989, CDS connects the arts and humanities to fieldwork, drawing upon photography, filmmaking, oral history, folklore, and writing as catalysts for education and change. CDS supports the active examination of contemporary society, the recognition of collaboration as central to documentary work, and the presentation of experiences that heighten our historical and cultural awareness. CDS achieves this work through
academic courses, research, oral history and other fieldwork, gallery and traveling exhibitions, annual awards, book publishing, audio programs, community-based projects, and public events.

Center-sponsored courses taught at Duke University are open to area university students, who become involved in community settings where they conduct their own documentary work. The center also offers an undergraduate certificate in Documentary Studies; a non-credit certificate program in documentary studies, in conjunction with Duke Continuing Studies; and an increasing number of workshops for teachers and students of documentary methods.

Other opportunities for student involvement include volunteer work with community-based projects, work-study positions, internships, and a limited number of graduate assistantships. For more information about CDS and current courses, internships, and volunteer opportunities, check the web site at http://cds.aas.duke.edu/ or consult the Education Director, Center for Documentary Studies, 1317 West Pettigrew Street, Durham, NC 27705; telephone (919) 660-3663; fax (919) 681-7600.

DEWITT WALLACE CENTER FOR COMMUNICATIONS AND JOURNALISM

The DeWitt Wallace Center for Communications and Journalism, located in the Terry Sanford Institute of Public Policy, focuses on the study of communications, mass media, and journalism as they relate to a globalized and interconnected world. The center’s approach to education emphasizes the analysis of issues relating to media and democracy. It also offers courses in effective media writing and production. Undergraduates interested in this field may become public policy majors and pursue a communications/journalism track. As future journalists, they gain a thorough understanding of the press in the policy-making process, engage in courses and internships to learn about the practice of journalism, while mastering the broader background of studies in public policy, politics, economics, history, and other liberal arts. Through the center, students have the opportunity to study with leading research scholars, practicing journalists and commentators, and media pioneers. In addition, the center administers the Policy Journalism and Media Studies Certificate. For further information about the center or the certificate, write Box 90241, call (919) 613-7330, or email media@pps.duke.edu. See also the section on public policy studies in the chapter “Courses and Academic Programs.”

ACADEMIC RESOURCE CENTER

The Academic Resource Center is composed of two programs—the Academic Skills Instructional Program, and the Peer Tutoring Program. It was established to offer academic support to students seeking assistance with their college studies and with the development of the requisite skills required to be successful students. It has a professional staff dedicated to enhancing the academic life of students through its two basic programs. All services of the center are offered without additional university fees and carry no course credit.

The Academic Skills Instructional Program (ASIP) offers students tools for critical thinking and assessment of their own learning needs in individual conferences. Students may arrange one-on-one college study skills conferences with an ASIP learning specialist. Students are encouraged to gain a greater understanding of their strengths and weaknesses and to develop strategies useful in managing the large amount of reading, writing, and problem solving they are expected to accomplish at Duke. Areas to be explored may include time-task management, reading efficiency, note-taking, critical thinking, and test-taking. ASIP also offers a variety of academic skills workshops each semester. Students should call the Academic Resource Center for more information on workshop offerings. The Peer Tutoring Program provides free peer..
tutoring in introductory-level mathematics, chemistry, statistics, physics, biology, economics, computer science, engineering, and languages.

For further information, write or call the center, 211 Academic Advising Center, Box 90694 (East Campus), (919) 684-5917 for information on the Academic Skills Program, or (919) 684-8832 for the Peer Tutoring Program.

CONTINUING STUDIES

Academic Study. Local adult residents are encouraged to pursue academic study at Duke (1) as potential degree candidates, for those who have not been full-time college students for at least four years and are now resuming or beginning a bachelor's degree; (2) as non-degree students, for those with baccalaureates who now seek a sequence of undergraduate credit courses; and (3) as students completing the last year of work towards a degree at another institution. These students are given academic counseling by the Office of Continuing Studies and Summer Session and are subject to most of the regulations set forth for degree candidates. Continuing studies applications may be obtained from the Office of Undergraduate Admissions and must be returned to that office, accompanied by a $35 application fee, by August 1 for the fall semester and by December 1 for the spring semester.

Short Courses and Conferences. Short courses (noncredit) in the liberal arts are offered regularly throughout the year for those interested in personal enrichment or career advancement. Conferences, institutes, and training programs are conducted during the academic year and in the summer. Some are residential and others are designed for local participants. Some award continuing education units.

Test Preparation Program. Test preparation classes are offered in the fall and spring for the GRE, GMAT, and LSAT exams. These courses focus on the skills critical for a good test performance: test-taking techniques, time management, logical reasoning, and math and verbal skills.

Academic English Preparation Program for International Students. Designed to help the new non-native English-speaking international student--graduate, professional, or undergraduate--make a smooth transition to study at Duke, this program focuses upon providing upper level reading strategies, advanced composition instruction, improved listening and speaking skills including pronunciation, and cross-cultural training in understanding the university environment.

Nonprofit Management Program. Students interested in the nonprofit sector or in community development are invited to explore the noncredit course offerings of this program. Taught by experts and practitioners, these short courses offer instruction concerning financial and resource management, management of personnel and volunteers, leadership development, and media relations.

For brochures on each program and for fuller information, write or call the Office of Continuing Studies and Summer Session, Duke University, Box 90700, Durham, NC 27708-0700; (919) 684-6259; learn@duke.edu; or www.learnmore.duke.edu.

INSTITUTE OF THE ARTS

The Institute of the Arts is a center for the interdisciplinary presentation, support, production, and study of the arts. The institute coordinates artist residencies on campus and in the community, and presents The Duke Artists series of professional performances. Working with a representative faculty council, the institute coordinates and supports new curricular initiatives in the arts and develops cooperative programs between Duke and the surrounding community. A one-semester, off-campus residency program in New York City is offered every fall semester. The institute provides support for student and faculty projects in the arts and administers awards and prizes. For further information, inquiries should be made to Duke University Institute of the Arts, 109 Bivins Building, Box 90685, Durham, NC 27708; (919) 660-3356.
INSTITUTE OF STATISTICS AND DECISION SCIENCES

The Institute of Statistics and Decision Sciences (ISDS) is the academic statistics department at Duke. Founded in 1986, ISDS teaches undergraduate and graduate courses in statistics and related areas and provides statistical consulting services to faculty and researchers in the Trinity College of Arts and Sciences and the Nicholas School of the Environment and Earth Sciences. ISDS faculty and students are involved in research in statistical sciences, with research activities ranging from the development of mathematical and computational methods to large-scale interdisciplinary projects in natural, life, and social sciences and engineering. Major research emphases lie in the development of new statistical methodology, statistical education, computer modeling in science and engineering, statistics in environmental sciences and ecology, and bioinformatics and genomics.

Specialized Programs

FOCUS INTERDISCIPLINARY PROGRAMS

FOCUS (First-year Opportunities for Comprehensive, Unified Study) Interdisciplinary Programs offer first-year students a variety of programs in the fall semester, each featuring a cluster of courses with a common theme. Classes are small, interrelated, and mutually reinforcing; they provide opportunities for discussion from multiple perspectives. Since one of the aims of FOCUS is to encourage the integration of academic life with residential life, participants of each program live in the same residence halls together with non-FOCUS students.

FOCUS programs require participants to enroll in 4.5 courses, including two program seminars, University Writing 20, a half-credit FOCUS discussion and an elective. Courses in the programs satisfy the first-year seminar requirement. The discussion course is designed to provide a social setting for the debate of ideas related to the theme of the program as a whole or of topics of special interest intended to supplement the content of the seminars. It typically meets once a week.

A current FOCUS brochure and application form may be obtained from the FOCUS Interdisciplinary Programs office in the Academic Advising Center (919) 684-9371; e-mail: FOCUS@aas.duke.edu; web site http://pmac.aas.duke.edu/ focus. In 2003 the following programs were offered: The Arts in Contemporary Society; Athens in the Golden Age; Biotechnology and Social Change; Changing Faces of Russia: Redefining Boundaries; Evolution and Humankind; Exploring the Mind; Forging Social Ideals; Health Care and Society; Humanitarian Challenges at Home and Abroad; Modern America; Origins; Religion, Conflict, and Identity in the Modern Middle East; and Visions of Freedom. Similar programs will be offered in the fall of 2004.

RESERVE OFFICER TRAINING CORPS

Duke University and the military services cooperate in offering officer education programs to provide opportunities for students to earn a commission in the United States Air Force, Army, Navy, or Marine Corps. These programs are described below, and detailed information on scholarships, entrance requirements, and commissioning requirements is available from the offices of the Department of Aerospace Studies (Air Force), the Department of Military Science (Army), and the Department of Naval Science (Navy and Marines). Courses offered in these departments are described in the chapter "Courses of Instruction" in this bulletin.

The Air Force Reserve Officer Training Corps (AFROTC). AFROTC selects, trains, and commissions college men and women as officers in the U.S. Air Force. AFROTC
offers a four-year and a two-year curriculum leading to a commission as a second lieutenant. The four-year program consists of both the General Military Course (GMC), a course sequence taken during the freshman and sophomore years, and the Professional Officer Course (POC) taken during the junior and senior years. Entry into the POC is competitive and requires successful completion of a field-training encampment during the summer between the sophomore and junior years.

The GMC is open to freshmen and sophomores. Students who complete both the freshman and sophomore years of the program and successfully compete for entry into the POC will attend a four-week training encampment. All other successful POC applicants will attend an extended encampment. Between the junior and senior years, POC cadets are given the opportunity to volunteer for advanced training in a variety of different areas.

Students may compete for one through four year scholarships. These scholarships pay up to full tuition, books, and a monthly tax-free stipend of $250-$400. All members of the POC receive the nontaxable stipend. Upon graduation all cadets are assigned to active duty with the U.S. Air Force for a period of at least four years. Direct inquiries to the Department of Aerospace Studies, 303 North Building, (919) 660-1860 or visit www.duke.edu/ afrotc.

The Army Reserve Officers' Training Corps (AROTC). Army ROTC provides students of strong character with an opportunity to develop themselves as scholar/athlete/leaders and earn a commission as an Army officer. Two programs are available, the three- or four-year progression program and the two-year lateral entry program.

A three- or four-year program consists of the Basic Course (freshman and sophomore years) and the Advanced Course (junior and senior years). Direct entry into the Advanced Course (a two-year program) is possible under specific circumstances. Students wishing to join the two-year program must confer with the Department of Military Science not later than March 1 of their sophomore year in order to qualify for a summer internship and two-year scholarship. There is one mandatory summer training requirement, National Advanced Leadership Camp (NALC), which takes place over a five-week period between the junior and senior years. All uniforms and some texts are provided.

Upon commissioning, the service obligation may be fulfilled on active duty, in the Army Reserve, or in the Army National Guard, as directed by the Secretary of the Army. At the beginning of the senior year, cadets submit a preference statement concerning the method by which they wish to fulfill their service obligation and the specialty in which they desire to serve. A request to delay the fulfillment of the service obligation in order to attend graduate or professional schooling is also possible.

Cadets are encouraged to compete for Army ROTC scholarships, which pay full tuition and fees, a $600 textbook and equipment allowance, and $250-$400 per month for each month in school (up to $4,000 per year). Nonscholarship Advanced Course cadets also receive the $250-$400 monthly stipend. All of the above benefits are tax-free. Participants in NALC are paid one-half of the base pay of a second lieutenant.

Detailed information is available from the Department of Military Science, 06 West Duke Building, East Campus, Box 90752, (919) 660-3090, or (800) 222-9184.

The Naval Reserve Officer Training Corps (NROTC). The Department of Naval Science offers students the opportunity to become Naval and Marine Corps officers upon graduation. Selected students may receive up to four years of tuition, fees, uniforms, and textbooks at government expense under the auspices of the Scholarship Program. In addition, scholarship students receive subsistence pay and summer active duty pay of approximately $3,000 a year. Each summer they participate in four weeks of training either aboard ship or at naval shore facilities to augment their academic studies. A minimum of four years of active duty service as a reserve officer is required upon graduation.
Nonscholarship students may be enrolled in the College Program. They take the same courses and wear the same uniform, but attend the university at their own expense. Uniforms and naval science textbooks are provided by the government.

College Program students may compete for scholarship status through academic performance, demonstrated aptitude for military service, and nomination by the Professor of Naval Science. Students in either program may qualify for a commission in the Marine Corps through the Marine Corps Option Program. Students seeking further information on the NROTC program may call the Department of Naval Science, 225 North Building, (919) 660-3700.

AGREEMENTS WITH OTHER UNIVERSITIES

Neighboring Universities. Under a plan of cooperation, the interinstitutional agreement among Duke University and the University of North Carolina at Chapel Hill, North Carolina State University at Raleigh, North Carolina Central University in Durham, the University of North Carolina at Charlotte, and the University of North Carolina at Greensboro, a student regularly enrolled in Duke University as a degree-seeking student and paying full fees may enroll for one approved course each semester at one of the institutions in the cooperative program unless an equivalent course is offered at Duke in the same calendar year. Under the same conditions, one interinstitutional course per summer may be taken at a neighboring institution participating in this agreement provided that the student is concurrently enrolled at Duke for one full course credit. This agreement does not apply to contract programs such as the American Dance Festival or to study abroad programs.

Approval forms for courses to be taken at these neighboring institutions may be obtained from the offices of the academic deans and the University Registrar. Forms are also available online at the Office of the University Registrar Web site, in the “students” section. Only those courses not offered at Duke will be approved. Approval must be obtained at Duke from the Director of Undergraduate Studies of the subject of the course and the student’s academic dean. Credit so earned is not defined as transfer credit since grades in courses taken under the interinstitutional agreement are entered on the official record and used in determining the quality point ratio. The courses may be eligible for Area of Knowledge and Modes of Inquiry coding. The student pays any special fees required of students at the host institution.

Courses taken at the University of North Carolina at Chapel Hill by Duke students in the Robertson Scholarship Program (a joint scholarship program for students at Duke and the University of North Carolina at Chapel Hill) are interinstitutional courses. However, the restriction on the number of courses and the kind of courses (i.e., those not offered at Duke) permitted does not always apply. Robertson Scholars should refer to program materials for specific regulations.

Domestic Exchange Programs. Trinity College has exchange programs with two domestic institutions: Howard University in Washington, D.C., and Spelman College in Atlanta, Georgia. Students may study for a semester at either institution while students from these institutions enroll for the same period at Duke. More information about this program is available in 02 Allen Building.

DUKE IN NEW YORK ARTS AND MEDIA PROGRAM

The Institute of the Arts-sponsored Duke in New York Arts and Media Program is a fall-semester off-campus study program for juniors and seniors wishing to engage in an intensive study of the arts that includes an internship. The program has four components, each earning one Duke credit: two seminars taught by the faculty director from Duke (Institute of the Arts 101S and 103S); an arts internship (Institute of the Arts 102); and an elective course at New York University. The internships may be in the fields of visual or performing arts, museum and gallery management, literary arts, film and
LEADERSHIP AND THE ARTS

This program is a unique chance for 18 Duke students (mostly juniors) to spend the spring semester in New York City studying leadership, policy, philanthropy, and creativity, and learning from people who make art and from others who organize and support it. The program includes four required full-credit Duke courses. Two of these are public policy seminars: "Leadership, Ethics, and Drama" and "Policy, Philanthropy, and the Arts." Students also ordinarily take Music 163, "Opera at the Metropolitan," and Art 102, "The Visual Arts, Contemporary Visions." Participants attend more than 40 plays on and off Broadway, as many as 15 operas at the Met, and many concerts and dance performances. Course assignments also include visits to museums and galleries, talks with working artists, and a fair number of papers. Choreographers, actors, directors and producers, and supporters of the arts in business, government, and foundations join the weekly seminars for discussions. Students interested in applying should consult the Hart Leadership Program in the Terry Sanford Institute of Public Policy.

DUKE IN LOS ANGELES PROGRAM IN MEDIA ARTS AND INDUSTRIES

This interdisciplinary program is sponsored by the Program in Film/Video/Digital. It offers students interested in the film, television, music recording, contemporary art, and entertainment law industries an intensive spring-semester program in Los Angeles, based at the University of Southern California. The program consists of a required seminar taught by the Duke faculty director (Literature 197S: Special Topics in the United States Culture Industries); Film/Video/Digital 112S: Media Arts Internship in Los Angeles; and two courses at USC in either the School of Cinema-TV or the Division of General Studies. A substantive internship paper is required. For more information, consult Lisa Poteet, administrative director, (919) 660-3030.

DUKE UNIVERSITY MARINE LABORATORY
(Nicholas School of the Environment and Earth Sciences)

The Duke University Marine Laboratory is located within the Outer Banks, adjacent to the historic seacoast town of Beaufort, North Carolina, with direct access to the Atlantic Ocean, Cape Lookout National Seashore Park, sand beaches and dunes, estuaries, wetlands, and maritime forests. The dynamic environment that reflects collisions of oceanic currents offshore of the Outer Banks provides excellent opportunities for marine study. A component of the Nicholas School of Environment and Earth Sciences, the Duke University Marine Laboratory is an interschool teaching and research facility dedicated to the study of coastal basic processes and human interactions with those processes. The Beaufort campus of Duke has available dormitory and dining facilities, classroom laboratories, research buildings, a specialized marine science library, as well as a variety of vessels which are utilized in both teaching and research. A year-round seminar series which includes both guest lecturers and the resident academic and research staff serves to enrich the student community.

At the undergraduate level, the Marine Laboratory serves students in the natural and environmental sciences as well as those in the social sciences, humanities, or engineering who have adequate preparation. Academic programs include a fall semester, spring study abroad Beaufort to Bermuda or Beaufort entire semester, and two five-week summer terms. The academic programs integrate classroom lectures and laboratories with direct field and shipboard experiences. For additional information
Specialized Programs 79

and application materials, write to the Admissions Office, Duke University Marine Laboratory, 135 Duke Marine Lab Rd., Beaufort, North Carolina 28516 (252-504-7502 or e-mail ml_admissions@env.duke.edu) or visit http://www.nicholas.duke.edu/marinelab.

STUDY ABROAD (Office of Study Abroad)

A Duke student may earn credit for approved work completed during the academic year at a foreign university or for an approved program abroad sponsored by Duke or by another approved American college or university in the fall, spring, and summer. (No pre-matriculation credit will be awarded for college course work completed on a study abroad program undertaken prior to matriculation at Duke.) Approved non-Duke programs earn transfer credit. To receive the maximum amount of transfer credit at Duke—generally four course credits for a full semester, eight for a full academic year, two for a summer—a student is expected to take a full, normal course load, as defined by the other institution involved. The responsible Duke departments, however, make the final decision on the final number of credits transferable. Students attending certain British, Irish, and Japanese universities for the full academic year can transfer a maximum of eight courses. However, at certain British, Irish, and Japanese universities which are on the trimester system, only three course credits may be transferred for the single fall trimester. Students attending such universities in the spring are required to attend the two remaining trimesters and may transfer a maximum of five credits. No additional study abroad transfer credit will be awarded for a course overload.

International students may receive a total of two transfer credits for study in their home country. They will be given a personal leave of absence.

A student who wishes to receive credit for study abroad should take into account the following criteria established by the faculty and administered by the Faculty Committee on Study Abroad:

1. a scholastic average of at least a B- (a student lacking this average may petition the academic dean responsible for study abroad if there are unusual circumstances);

2. certification, when applicable, from the foreign language department concerned, that the student has an adequate knowledge of the language of the country in which study is pursued;

3. approval, obtained before leaving Duke, of the appropriate directors of undergraduate studies for the courses to be taken abroad, as well as approval of the program and the courses by the dean responsible for study abroad and by the student's academic dean;

4. permission for leave of absence once program plans are complete.

Lastly, a student on academic or disciplinary probation or one who does not meet academic continuation requirements will not be permitted to study abroad, regardless of the student's acceptance in a program. Students who have been dismissed for any disciplinary reason must complete at least one regular semester with no further infractions on campus prior to being eligible for study abroad. Similarly, students who have been dismissed for any academic reason must successfully complete a full semester on campus prior to being eligible for study abroad. Transfer credit will be awarded for work satisfactorily completed in Duke-approved programs abroad when the conditions outlined are met. Courses with this credit may, upon evaluation, carry Area of Knowledge and Modes of Inquiry codes.

To determine eligibility to earn recognition for honors such as Dean's List while studying abroad, consult the section on Academic Recognition and Honors or your academic dean. Arrangements are normally made for students to register, while abroad,
for the term in which they plan to return. Seniors planning to spend their final semester abroad are subject to the residence requirement and may face postponed graduation because transcripts from abroad are often delayed. Students studying abroad on programs not administered by Duke will be charged a study abroad fee. See page 107 for information concerning fees for studying abroad on non-Duke programs.

Semester and Academic Year Programs

Duke currently administers and supervises a number of its own study abroad programs. In these programs, Duke faculty are directly involved and the courses receive Duke credit as courses on campus do unless otherwise noted. Information on these programs is available in the Office of Study Abroad, 2016 Campus Drive. The Duke-administered programs are as follows:

**Bermuda** (Beaufort to Bermuda). The Duke University Marine Laboratory (DUML) offers a program each spring whereby students split their spring semester between DUML in Beaufort, North Carolina and the Bermuda Biological Station for research. More than 18 courses are available, including courses which can be used to meet science requirements.

**Bolivia, La Paz.** This semester or academic year interdisciplinary program in Latin American and Andean studies is based at the Universidad Mayor de San Andrés and the Universidad Católica Boliviana. Students take one core course designed especially for the program, and select their remaining courses from regular Latin American studies offerings at the two host universities. Students live with families.

**China, Hangzhou.** In cooperation with Zhejiang University, Duke conducts a full semester program in Hangzhou. Participants must have at least one year of Chinese language. Students live in dormitories.

**Costa Rica.** This fall or spring semester program is co-sponsored by Duke and the Organization for Tropical Studies. Students take four core courses in tropical biology, ecology, and Spanish language. The program stresses full immersion in hands-on scientific and language-cultural studies. Students live for three weeks with families, and the remainder of the semester in dormitories at three research stations.

**France, Paris.** Duke offers a semester or academic year program in Paris in conjunction with the University of Paris, Emory University, and Cornell University. The language of instruction is French. Applicants must have completed four semesters of French plus one course at the 100-level or equivalent, with an overall B grade average. Students live in French households, foyers, and student apartments.

**Germany, Berlin.** Duke students study at the Humboldt University of former East Berlin (fall) and at the Free University of former West Berlin or the Technical University of Berlin (spring). In the fall semester they take specially arranged courses in German language, the humanities, and the social sciences for Duke credit. In the longer spring semester, up to five courses may be taken, up to two of which may be transfer credit chosen from the regular course offerings of the Free University and/or the Technical University of Berlin. One year (fall or year program) or two years (spring program) of college-level German or its equivalent are required. In the fall semester, students with no previous German may complete first-year German.

**Italy, Florence.** A consortial program offered jointly by Duke, the University of Michigan and the University of Wisconsin-Madison. Florence and Italy are the focus of this program which typically offers core courses in Italian art history and Italian language and literature, and supplemental courses in music, political science, history, studio art, and architectural design. Instruction by way of classroom meetings and on-site lectures in and around Florence is augmented by day-long trips to such cities as Siena and Pisa. Students live, eat, and take courses at the 17th-century Villa Corsi-Salvati in Sesto Fiorentino, located six miles from the center of Florence.

**Italy, Rome.** As the administering institution of the Intercollegiate Center for Classical Studies in Rome, Duke University may send classics majors and other students
with strong classical interests for admission to a semester's work at the center, usually in the junior year. Instruction is offered in Greek, Latin, ancient history, ancient art, and archaeology. Some scholarship help is available.

**Italy, Venice.** This program is based at Venice International University, located on the island of San Servolo. VIU is an association of universities from around the world: Università Ca' Foscari di Venezia, Istituto Universitario di Architettura di Venezia, Duke University, Ludwig Maximilians Universität (Munich, Germany), Tel Aviv University, Universitat Autònoma de Barcelona (Spain), and Waseda University (Tokyo, Japan). Faculty from all six partner universities offer courses at VIU, providing students the opportunity to take courses from a variety of international scholars. Students live in dormitories on the island of San Servolo.

**Russia, St. Petersburg.** This fall or spring semester program is offered for undergraduate and graduate students who have studied Russian for two years at the college level. Students are enrolled in the State University of St. Petersburg and have the opportunity to improve their language skills in a living-learning environment. All courses are taught in Russian. Students are housed with families.

**Scotland, Glasgow.** The Sanford Institute of Public Policy Studies offers departmental majors the opportunity to study during the fall semester at the University of Glasgow. Students live on campus and take the program's special seminar in public policy in addition to three transfer credit electives from the general university curriculum.

**South Africa.** This spring semester program is co-sponsored by Duke and the Organization for Tropical Studies. Students take the following four courses: *South African Ecosystems and Diversity*, *Field Research in Savanna Ecology*, *Conservation and Management of Protected Areas in South Africa*, and *History and Culture of South Africa*. The program is based in Drueger National Park and includes one field trip to Cape Town.

**Spain, Madrid.** Duke University offers a semester or academic year program at the Universidad San Pablo in Madrid. The program aims at improving participants' Spanish fluency and deepening their understanding of Spain and its many cultures within a global context. Subject areas for courses include literature, art, economics, anthropology, history, and political science. The language of instruction is Spanish.

Duke offers programs in cooperation with other universities during the fall and spring terms, allowing students to receive transfer credit for courses completed through direct enrollment in foreign institutions. These programs are not administered by Duke University. Students may apply to study at the following institutions:

**Britain.** Duke has agreements with a number of top British universities, allowing students to become members of outstanding teaching and research institutions in Britain for a semester or academic year. The universities currently available are the University of London (King's College, Imperial College of Science, Technology and Medicine, the London School of Economics and Political Science, Queen Mary College, and University College); the University of Birmingham; the University of Bristol; the University of Durham; the University of Edinburgh; the University of Glasgow; the University of Manchester; the University of St Andrews; the University of Sussex; and the University of Warwick.

**Canada, Montreal.** Duke students participating in the Duke/McGill University Exchange Program may spend one semester or an academic year at McGill, located in the Quebec city of Montreal. Because the language of instruction at McGill is English, program applicants need not have studied French, although some knowledge of it would be advantageous.

**Egypt, Cairo.** Through an agreement with the American University in Cairo, Duke students may spend a semester or academic year taking regular classes with Egyptian students. They may enroll in general courses in the humanities, social sciences, and sciences, as well as in Arabic language and specialized courses in Middle Eastern studies.
England, Oxford. Through a special arrangement with two colleges at the University of Oxford (Pembroke, St. Peter's), selected Duke students may spend their junior year at Oxford as regularly enrolled visiting students. The students are treated exactly like their British counterparts, and most of them live in college housing. Students may choose to concentrate their study in any one of the major fields in the humanities, social sciences or selected natural sciences. Each student is assigned a tutor. Applicants must have a very strong academic record; previous course work in the subject to be pursued at Oxford is also required. Admission to this program is at the discretion of the University of Oxford.

Mexico. Duke students may enroll directly in two universities in Mexico for a semester or academic year. The Centro de Investigación y Docencia Económicas in Mexico City and the Universidad de las Americas in Puebla will consider Duke students who have two years of college level Spanish or the equivalent.

New Zealand. Duke has agreements with four universities in New Zealand; the University of Otago at Dunedin, the Victoria University of Wellington, the University of Auckland, and the University of Canterbury at Christchurch; which allows Duke students to enroll directly for a semester or academic year of studies.

South Africa. Duke students may enroll in three of the leading universities of South Africa with which Duke has agreements. Students may matriculate at the University of Cape Town, Rhodes University in Grahamstown, or at the University of Natal in its Durban or Pietermaritzburg Centres, and will become visiting students at these institutions for either a semester or an academic year.

A number of additional approved programs sponsored by other institutions are also available to Duke students for study abroad. Further information concerning semester and academic year programs may be obtained at the Office of Study Abroad, 2016 Campus Drive. All Trinity College and Pratt students are responsible for following the procedures and meeting the deadlines set forth in materials available at 2016 Campus Drive. In all cases, the assistant dean for study abroad must be informed in advance about a student's plans.

Duke Summer Programs Abroad

The Office of Study Abroad, in cooperation with several university departments, provides many opportunities for students to study abroad during the summer while earning Duke University credit. Information about Duke summer programs abroad and about the time they will next be offered can be obtained from the Office of Study Abroad, 2016 Campus Drive.

Australia, Sydney. This two-course, six-week program focuses on Australian environmental studies and is based in Sydney at the University of New South Wales. One course, to be taught by a professor at the University of New South Wales, deals with Australian studies. The second course focuses on environmental/ ecological issues and is taught by a professor of Duke University, who also directs the program. Students are housed in accommodations of the University of New South Wales.

Belgium/Netherlands. This two-course, six-week program will focus on a contextual study of Late Medieval, Renaissance, and Baroque art and culture in Belgium and the Netherlands. The double-credit course, Art and Cultural History of Flanders and the Netherlands from the Fifteenth through the Seventeenth Centuries, is taught in English by a Duke faculty member with Dutch and Flemish guest lecturers, and art specialists. The program is based for the first two weeks in Amsterdam (Netherlands) and for the remaining four weeks in Gent (Flanders). Participants visit numerous Dutch and Flemish cities and museums. Accommodations are in hotels.

Brazil, Rio de Janeiro. This two-course, six-week program will focus on intensive Portuguese language and Brazilian culture study. The first five weeks will be based in Rio de Janeiro and the last week of the program is held at the University of Minas Gerais in Belo Horizonte. Prior Portuguese language ability is not required. Students live with
a host family for one week at the beginning of the program and in apart-hotels and dorms for the remaining weeks.

**China, Beijing.** This two-course, eight-week program, based at Capital Normal University, provides students with the opportunity to learn the equivalent of one year of Chinese in a single summer program. Participants must have at least one year of Chinese language to be eligible for the program. Students are housed in dormitories.

**Costa Rica.** The Office of Study Abroad, in collaboration with the Organization for Tropical Studies (OTS), offers two summer programs in Costa Rica. The Tropical Ecology Program, a one-course, four-week program, provides field-based, hands-on instruction of tropical biology at OTS's three field stations—Las Cruces, Palo Verde, and La Selva—each located in a distinct ecosystem. Students receive credit for Biology 134L: Fundamentals of Tropical Biology. One year of college-level biology is required. The Ethnobiology Program, a two-course, six-week program, is based at the OTS station Las Cruces, home of the Wilson Botanical Gardens. One semester of college-level biology and one semester of Spanish or the equivalent are required.

**Cuba.** This two-course, six-week program in language and culture is offered in Havana, Cuba and operates under special license of the Office of Foreign Assets Control of the U.S. Department of Treasury. Two years of college level Spanish (Spanish 76) are required. Accommodations are in hotels.

**France, Paris.** This two-course, six-week program provides the opportunity to take Duke courses in the ambience of Paris. Aspects of Contemporary French Culture (cross-listed with Comparative Area Studies) is a conversation course taught by a native French speaker; the second course is offered by the Duke director. Four semesters of college French or the equivalent are required. Students live in pensions or foyers.

**Germany, Bavaria.** (German Language and Culture Program.) Duke offers a program at the Friedrich-Alexander Universität at Erlangen-Nürnberg. The program (early May to the end of June) provides an opportunity to study classroom German at different levels while living with a German family and participating in study, day trips, and excursions. The courses are Intermediate German or Advanced Grammar Review, Composition, and Current Issues and Aspects of Contemporary German Culture (cross-listed with Comparative Area Studies). A minimum of two semesters of college German or the equivalent are required.

**Ghana, Accra.** This two-course, six-week program examines the art, culture, and politics of Ghana and includes visits to sites such as an environmental project at Boti waterfalls, a monkey reserve, and former slave forts at Cape Coast and Elmina. Taught in English.

**Greece, Athens and Islands of the Aegean.** 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 course is Philosophy 136: Birth of Reason in Ancient Greece. Concentration is on Athens, northern and southern Greece, as well as the Cycladic Islands. Accommodations are in hotels.

**Italy, Rome.** This one-course, four-week program in Rome explores the history and culture of Rome and includes visits to historical sites and museums, walking lectures, and readings. The course Rome: History of the City examines the history of the city from the earliest times through the Baroque and modern periods. The course is taught in English. Students reside at the Intercollegiate Center for Classical Studies.

**Italy, Venice.** This two-course, six-week program will focus on Venetian history, art and literature. Courses will be taught in English under the direction of a Duke professor. Students live in a dormitory of the Venice International University on San Servolo Island.

**Russian Republic.** This program offers two Russian language and culture courses in St. Petersburg. Russian language study at different levels will be offered. Classes in St.
Petersburg 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. Students are housed in an apartment-hotel.

**South Africa.** The Department of Biological Anthropology and Anatomy offers a two-course, six-week field-study program which offers students the opportunity to learn archaeological excavation methods while digging a prehistoric site, to learn paleontological survey techniques while looking for prehistoric human fossils, and to see original human fossils. Students enroll in Biological Anthropology and Anatomy 102L: Paleoanthropological Field Methods and Biological Anthropology and Anatomy 101L: Quaternary Prehistory of Southern Africa. Prerequisite: Biological Anthropology and Anatomy 93.

**Spain, Barcelona.** This two-course, six-week program based at the Universitat Pompeu Frabra in Barcelona focuses on Catalan culture. To be eligible, students must be at the advanced Spanish level or beyond, with at least one course taken in Spanish at the 100 level. Students are housed with families.

**Spain, Madrid/Malaga.** This two-course, six-week program in Malaga and Madrid offers advanced Spanish students further language training as well as the opportunity to study Spanish culture, history, and politics. The two courses are 1) *Spain, Yesterday and Today* and 2) *Art and Civilization*. There will also be excursions to Barcelona, Salamanca, Toledo, Segovia, Granada, Seville, and Cordoba. All courses are conducted in Spanish, and students live with Spanish families.

**Switzerland, Geneva.** This two-course, six-week program in Geneva focuses on globalization issues in business and international management. One course may be counted toward the Markets and Management Certificate Program. Students are housed in dormitories at the Cite Universitaire de Geneve.

**United Kingdom, London-Drama.** This two-course, six-week program offers the opportunity to study drama using the resources of London's theaters in conjunction with study of dramatic texts. The courses are *Theater in London: Text*, and *Theater in London: Performance*. Both courses are taught jointly by faculty of Duke and a distinguished group of British theater practitioners from London. The group attends many theater productions in London and Stratford-upon-Avon. Accommodations are in a dormitory of the University College London.

**United Kingdom, London-Media.** This six-week program explores and analyzes British government and politics, the British media, and the relationship between the two. Students take a double-credit course, *Politics and the Media in Britain*, C-L: Comparative Area Studies, taught jointly by faculty of Duke University and British faculty members. Optional internships are available. Accommodations are in a dormitory.

**United Kingdom, Oxford.** This six-week session at New College, Oxford, utilizes the Oxford tutorial system of education supplemented by lectures given at the University of Oxford's International Graduate Summer School by noted British scholars. Areas of study include Shakespeare, Nineteenth-Century British Literature, Modern British History, Politics and Government in Britain since 1945, and Law: Personal Injuries in the United Kingdom and the United States.

**Special Summer Programs**

**DUKE SUMMER FESTIVAL OF THE ARTS**

The Duke Summer Festival of Creative Arts is administered jointly by the Summer Session Office, the Institute of the Arts, and the University Union. The festival provides an exciting, artistically stimulating environment for the campus and community. The Ciompi Quartet, Duke's well-known chamber music ensemble, will spearhead a chamber music series with guest artists. Other special events will include outdoor family events, carillon recitals, dance performances, film series, and programs in the Duke Gardens Amphitheater.
The American Dance Festival. The six-week program offers a wide variety of classes, performances, and workshops. For a catalog, write to the American Dance Festival, Duke University, Box 90772, Durham, North Carolina 27708-0072, or telephone (919) 684-6402.

PRECOLLEGE PROGRAM

During the summer of 2003, Duke University will offer a Term II program for academically talented rising high school seniors from all over the world. The PreCollege Program is designed to provide the academic challenge of college-level courses to qualified college-bound students and to help prepare them for the adjustments they will be making when they enter college. Students will enroll in two regular summer session classes with Duke undergraduates. Introductory level courses in the humanities, social sciences, and natural sciences will be offered for college credit. The students will live in supervised, air-conditioned university dormitories, eat their meals in the university dining halls, enjoy the opportunity of studying with distinguished members of the Duke faculty, and will have access to all university libraries and athletic facilities. In addition to the classroom experience, PreCollege students participate in a range of programs and activities designed to aid them in college selection, career exploration, and intellectual and social development. For further information consult the PreCollege Program, Duke University, Box 90747, Durham, North Carolina 27708 (919) 684-3847.
Campus Life and Activities
Student Affairs

The mission of Duke Student Affairs is to develop a student body engaged in individual and collective activities that enhance the life of the mind, body, and spirit. Student affairs educates students in community living, social skills, ethical behavior, citizenship and social justice, appreciation of the arts, leadership skills, coping with adversity, health and wellness, diversity, and adaptive skills for living.

The Division of Student Affairs complements the educational mission of the university by helping to connect many of the nonacademic components of the university to the academic experiences of the students. The residence halls, the athletic fields, and many student organizations play an important humanistic and holistic role in the students' university experience by developing leadership qualities, skills in interpersonal relationships, and appreciation for the care of the physical self. Thus, the university experience encompasses collectively the life of the mind, body, emotions, and, indeed, the spirit.

Residential Life

Duke enjoys a long tradition as a residential university and supplements the formal academic education of students by providing a comprehensive residence life program. A primary goal is to facilitate the creation of residential communities in which there are common interests, free-flowing exchange of ideas, relaxed social activities, and active recreational opportunities. Students, faculty, and staff work cooperatively to provide programs and activities in keeping with these guiding principles. Leadership opportunities, faculty dinners/discussions, community service opportunities, and intramural sports are but a few of the offerings in which students may choose to become involved.

First-year students, with the exception of those who petition to live at home, are required to live in East Campus university residence halls. After the first year, students will reside in West Campus residence halls. After the second year, students may also elect to live in Central Campus apartments. About 85 percent of the undergraduate student body lives on campus each year, a clear indication of student appreciation for and satisfaction with the residential experience. Students enrolled beyond their fourth year and those who attend part-time are not eligible for university housing.

First-Year-Student Residence Halls. First-year students reside on East Campus in first-year student houses, the majority of which are coed. A faculty member lives in-residence in all but two of the first-year houses. In addition, four professional staff
members (Residence Coordinators) live on East Campus. All housing assignments are made by random lottery. Within the residence halls, single, double, or triple rooms are available.

Upperclass Residences. Upperclass students live in coed and single-sex residence halls on West Campus, and in the Central Campus Apartments. West Campus residence halls are organized into six quadrangles, each administered by a professional staff member (Residence Coordinator) who resides within the quad. Quads serve as the organizational framework for residence hall student governance, social and recreational activities, and various academic services and events. Each quad also features an array of selective living groups including residential fraternities and academically sponsored theme groups such as Arts, the Round Table, and Ann Firor Scott Women’s Studies. Other selective living groups include PRISM (multicultural theme), Wayne Manor (men’s social selective), and Languages (foreign languages). Within all upperclass houses, except those located in Edens and the West-Edens Link, there are triple as well as single and double rooms.

Central Campus provides another housing option for juniors and seniors–a community of university-owned and operated apartments which accommodate more than 800 undergraduate students. The remainder of the complex houses a cross-section of 200 students from various graduate programs.

University housing is considered to include all residence halls as well as Central Campus Apartments. All students are required to live on campus for their first three years, with freshmen living in residence halls on East Campus and sophomores living in residence halls on West Campus. Juniors must choose to live either in West Campus residence hall rooms or in Central Campus apartments, space permitting. Seniors are free to reside on campus, space permitting, or off campus in one of the numerous private housing options available near campus. Semesters taken in “study away” programs are applied to the three-year residency requirement. Eligible students who choose to live off-campus may retain their resident status and eligibility for university housing if they follow the proper procedures as published by Residence Life and Housing Services. The university provides free on-campus bus service, connecting East, West, and Central campuses.

All residence halls have resident advisors who live in-house and are supervised by staff in Residence Life and Housing Services. These graduate and undergraduate students have broad responsibilities in the residence halls which include advising the house leadership, serving as valuable resource persons for students with a variety of questions or personal concerns, and enforcing university policies when individual or group behavior fails to conform to the standards set forth by members of the university community.

Within a residential quadrangle, a quadrangle council is elected from its constituent members to perform the dual roles of programming and governance. The primary purpose of the quadrangle system is to establish and sustain a vibrant residential community, facilitated by a rich blend of intellectual and co-curricular pursuits. All residential students pay fees as a means of supporting the programming initiatives designed for the enrichment of the community in which they live. Representatives from each quadrangle council comprise the Campus Council which serves as the governing body to support and provide direction for residential life.

Residence Hall Programming. Educational and cultural programming is planned and presented throughout the year in the residence halls through the cooperative work of Residence Life and Housing Services, Trinity College of Arts and Sciences, the Pratt School of Engineering, and resident students. In all but two of the first-year residence halls, faculty members live in the halls and participate in house activities during the academic year. The Faculty Associates Program pairs faculty members with living groups in an effort to facilitate engaging and intellectually stimulating endeavors within
the residence halls. There are a number of seminar rooms located in several of the first-year houses. The goals of these various residentially-based programs are to enhance the quality of intellectual and social life for the residents on campus, to facilitate student-faculty interaction outside the formal classroom setting, and to develop greater sense of community within the individual residence halls as well as within the greater university.

Dining Facilities

All students living in campus residence halls are required to participate in a dining plan. Several dining plans are available that allow a student to make purchases in the various dining locations by accessing a prepaid account carried on the student identification card, or DukeCard (see the section on food and other expenses in the chapter "Financial Information"). First-year plans include both board and debit accounts; plans for upperclassmen are debit accounts.

In the West Union Building on West Campus, The Great Hall offers a wide variety of foods, all in one location. The Loop Pizza Grill offers gourmet salads, California- and Chicago-style pizza, and burgers. Subway serves sub sandwiches, ice cream, snacks and beverages. Chick-fil-A offers fried and grilled chicken sandwiches, salads, soft drinks, desserts, and lemonade in addition to burritos made by Cosmic Cantina. Alpine Bagels & Brews has bagels, sandwiches, assorted coffees, fresh-squeezed orange juice, yogurt, salads, and desserts. Just off the Bryan Center walkway, Pauly Dogs (located on the patio outside The Loop) offers hot dogs, soft drinks, and assorted snacks. In the Bryan Center, also on West Campus, the Alpine Atrium serves bagels, assorted coffees, sandwiches, fresh-squeezed orange juice, smoothies, and salads, and desserts. The Armadillo Grill offers a variety of Tex-Mex options. McDonald’s features a full McDonald’s menu for breakfast, lunch, and dinner. With its spacious seating and comfortable sofas, it is a one-of-a-kind facility, unlike the typical McDonald’s at the mall. Other West Campus operations include JD’s (soups/sandwiches), located at the Law School, and the Sanford Deli in the Sanford Institute for Public Policy. Quenchers Juice Bar in the Wilson Center offers refreshing drinks that complement a healthy lifestyle. The Perk (Perkins Library) is a traditional coffee bar, offering coffees, sandwiches, and pastries. Rick’s Diner in West Edens Link has breakfast all day, southern comfort food, soups, sandwiches, and salads. The Blue Devil Beanery, also in West Edens Link, serves coffee, assorted hot and cold beverages, pastries, and ice cream. The Terrace Café in the Duke Gardens features delicious baked goods as well as salads, wraps, and assorted beverages.

On East Campus, The Marketplace carries an array of choices including pasta, pizza, deli, rotisserie, grill, and salad bar stations. Trinity Café has a diverse selection of quality coffees, pastries, bakery items, and snacks. In Trent Hall, Grace’s Café offers a wide variety of American and authentic Chinese cuisine. Blue Express (LSRC Pratt Dining Commons) provides hot and cold sandwiches and entrees, snacks, desserts, and drinks.

Students may also use their dining plan points to purchase food items in three campus convenience stores: Uncle Harry’s General Store on Central Campus, the East Campus Store on East Campus, and the Lobby Shop on West Campus as well as concessions at athletic events; sodas and snacks from vending machines; and late night pizza and sub delivery from approved local vendors.

Religious Life

Two symbols indicate the importance of religion to this university since its founding: Eruditio et Religio, the motto on the seal of the university, and the location of the Duke Chapel at the center of the campus.
The dean of the Chapel and the director of Religious Life work with the campus ministers and staff from the Roman Catholic, Jewish, Muslim, Hindu, and Protestant communities, and with other groups to provide a ministry which is responsive to the plurality of religious interests on the campus.

Through the religious life of the university, students are encouraged to search for meaning, to ask the ultimate questions, to worship, to meditate in the beautiful chapel, to learn from outstanding theologians from a wide array of traditions, and to work to bring about a more just and humane society.
Services Available

Residence Life and Housing Services. This office works with Duke students in a variety of ways and is dedicated to creating a residential community supportive of a rich educational experience. It advises individual students regarding personal problems, houses undergraduates in the residence halls, and assists students in planning and presenting educational and cultural programs within the residence halls.

Members of the Residence Life and Housing Services staff advise and support a number of residentially-based governing bodies, notably the East Campus Council, the six quadrangle councils, Central Campus Council, and the Campus Council.

Residence Life and Housing Services also works with transfer students. Staff in Residence Life and Housing Services and the Dean of Students Office oversee the university’s response to student emergencies. For more information see the Web site at http://rlhs.studentaffairs.duke.edu.

Office of the Dean of Students. This office coordinates student leadership development programs, responds to student concerns, provides advising and support to Duke’s student Greek organizations, administers the mediation program, and assists students with issues related to off-campus housing. The office plans and implements Parents and Family Weekend and New Student Orientation and coordinates the first-year student advisory counselors (FACs). FACs are upperclass men and women who are assigned to small groups of entering students. During orientation, FACs welcome their roops and help to acquaint new students with the university. The Office of the Dean of Students oversees undergraduate judicial affairs. Judicial affairs are handled by coordinating and applying the general rules and regulations of the university as well as working with all participants involved in the judicial process and coordinating with the advising system. For more information, see the Web site at http://deanofstudents.studentaffairs.duke.edu.

The Student Health Center. The Student Health Center provides medical care, advice, and education for all currently enrolled full-time students and part-time degree candidates.

The primary location for medical care is the Student Health Center in Duke South (primary entrance on Flowers Drive) where students are seen, by appointment, for assessment and/or treatment. Students residing on East Campus may also use the East Campus Wellness Clinic in Wilson Hall for assistance in accessing appropriate clinical services. When a student’s health needs warrant additional specialized treatment, referrals are made to other health resources within the Duke medical community. If necessary, Duke University Police provides on-campus transportation to the health care facilities. A Student Physical Therapy Clinic in Card Gym is also available for consultation and treatment of minor sports-related injuries.

In addition to medical care, the Student Health Center offers a variety of wellness and health promotion programs. A full-time health education staff is available to assist students in making informed decisions that lead to healthy lifestyles at Duke and beyond. Topics of concern and interest include alcohol and other drug usage, eating and nutrition, sexuality, and stress management. Programs, meetings, and consultations are provided for groups and individuals.

Information regarding the physical or mental health of Duke students is confidential, released only with the student’s permission. This policy applies regardless of whether the information is requested by university officials, friends, family members, or health professionals not involved in the student’s immediate care.

All currently enrolled full-time students and part-time degree candidates are assessed a student health fee for each enrolled semester. This covers most of the services rendered within the Student Health Center. An optional summer health fee for students
who are not enrolled in summer sessions is also available and can be purchased at the Student Health Center. Waivers are based on access to campus facilities. Therefore, waivers can be granted if the student resides more than 50 miles away and does not come to campus for class, research, or other academic activity for the entire semester. Students studying at the Duke Marine Lab are not eligible for the waiver.

In addition to the Student Health Center, the university makes available a plan of accident and sickness insurance to protect against the high cost of unexpected illnesses or injuries which are not covered by the student health fee and would require hospitalization, surgery, or the services of specialists. This insurance covers students both on and off campus, at home, or while between home and school during interim vacation periods throughout the one-year term of the policy. All full-time students and part-time degree candidates are required to enroll in this insurance policy unless they show evidence (the name of the insurance company and policy number) that they are covered by other generally comparable insurance. Students must verify and update insurance information each semester as part of Duke's on-line registration process. International students, as well, are required to show proof of health insurance coverage (either the policy offered by Duke or comparable coverage) and may not assume responsibility for personal payment of health care cost.

Upon arrival on campus, all students should familiarize themselves with the Healthy Devil Online, at http://healthydevil.studentaffairs.duke.edu, the web page for Student Health, where information about hours of operation, available services, and other helpful information is posted. During the academic year they may call 681-WELL (681-9355) twenty-four hours a day for information or advice.

Counseling and Psychological Services. Counseling and Psychological Services (CAPS) provides a range of excellent counseling and psychiatric services to address the acute emotional and psychological difficulties of students. The professional staff is composed of psychologists, clinical social workers, and psychiatrists experienced in working with college students. They provide evaluation and brief counseling/psychotherapy for a wide range of concerns, including college adjustment, self-esteem and identity, family relationships, academic performance, and intimacy and sexuality. While students' visits with counselors are usually by appointment, emergencies are addressed when they arise.

Each semester, CAPS offers counseling groups and seminars focusing on enhanced self-understanding and coping strategies. Support groups have been offered for second generation Americans; African-American students; students completing dissertations, students with eating disorders; and gay, lesbian, and bisexual students. Other groups have addressed such topics as eating and body image concerns, emotional regulation, meditation and perfectionism.

The staff is available to the university community for consultation regarding student development and mental health. CAPS' staff work with campus personnel, including administrators, faculty, student health staff, religious life staff, resident advisors, and student groups, in meeting mental health needs identified through such liaisons. Staff members are also available to lead workshops and discussion groups on topics of interest to students.

CAPS, consistent with professional ethics and the North Carolina law, maintains a policy of strict confidentiality concerning information about each student's contact with CAPS. If a student desires information to be released, written authorization must be provided. CAPS' services are covered by the student health fee. For additional information, see the Bulletin of Duke University: Information and Regulations, call (919) 660-1000, or see the Web site at http://caps.studentaffairs.duke.edu.

Career Center. The Career Center provides high quality services and programs that facilitate the career development process for Duke University students and alumni. This process teaches skills in self-assessment, career exploration, decision-making, and job
The center primarily serves the students and alumni of Trinity College, the Pratt School of Engineering, and the Graduate School.

Career counselors are on staff to help students begin the process of discovering career interests and focus on career fields. Career counselors also work closely with the faculty and the deans of Trinity College by referring students whose interests are in application to graduate schools of the arts and sciences and professional schools of business, law, and medicine.

DukeSource is the center's group of nearly 6,000 alumni and parent career advisors who offer advice in a wide variety of career fields. They have volunteered to provide career information, job-hunting strategies, and shadowing opportunities. A variety of internship options help students gain experience in areas of career interests. Trained peer advisors assist students with resume reviews and basic job search techniques.

Orientations to the programs of the Career Center are held at regular intervals throughout the year. Workshops on resume and cover letter writing, interview techniques, researching employers, aid students in their on-going job search. Also, daily walk-in hours are available to students for quick questions. The Career Center library houses a collection of books, periodicals, and materials to aid in career exploration. Information is available on a wide range of career fields and employers. The library also houses a collection of resources listing summer and full-time opportunities in corporate, non-profit, education and government organizations. See the Web site at http://career.studentaffairs.duke.edu.

Sexual Assault Support Services. Located in the Women's Center, Sexual Assault Support Services offers advocacy, support, and twenty-four hour crisis intervention to survivors of rape, sexual assault, child sexual abuse, or relationship violence and to their friends and families. The SASS staff coordinate peer support networks, train groups such as the resident advisors and peer educators, and initiate ongoing educational programs to alert students to problems of sexual assault and interpersonal violence. Call the SASS staff at (919) 684-3897 for more information.

Services for Students With Disabilities. Duke University is prepared to make reasonable academic adjustments and accommodations to allow students with disabilities full participation in the same programs and activities available to students without disabilities. The Disability Management System—Student Access Office assists students with disabilities who are enrolled in Trinity College and the Pratt School of Engineering. In order to receive consideration for reasonable accommodations under the Americans with Disabilities Act (ADA), a student must have a physical or mental impairment that substantially limits one or more major life activities such as, but not limited to, hearing, seeing, speaking, breathing, performing manual tasks, walking, caring for oneself, and learning. Substantially limiting refers to an impairment that prevents an individual from performing a major life activity or significantly restricts the condition, manner, or duration under which an average person can perform a major life activity.

Students requesting accommodations under the provisions of ADA (e.g., academic, housing) must consult the Director, Student Access Office, (919) 668-1267, to explore possible coverage. Students with medical conditions not covered under the provisions of ADA must consult Duke Student Health Service at (919) 684-3367 for further information.

In the interest of providing reasonable accommodations under the Americans with Disabilities Act, Trinity College and the Pratt School of Engineering will accommodate students who have a documented long-term or chronic disability that prevents them from carrying a full course load. For these students, provided they are able to function academically with success, a reduced course load will be authorized by the respective student’s academic dean upon the recommendation of the director of the Student Access Office. Students so authorized (and for as long as they continue to enroll in a reduced
course load) are exempted from meeting normal continuation requirements, but must pass at least three of four consecutive courses taken while enrolled on a part-time basis, or at least five of six consecutive courses while on an underload. Failure to meet this standard of academic performance will result in a withdrawal for academic reasons. Students receiving the part-time accommodation are eligible for limited financial aid in accordance with federal, state, and university guidelines and may occupy university housing. Moreover, all students accommodated under this policy must have their request reviewed prior to the beginning of each semester and are expected to return to full enrollment when/ if their health or physical condition improves sufficiently. For further information regarding this policy, please consult the Director, Student Access Office.

Receiving accommodations or special assistance at the high school level or at another college or university does not necessarily qualify an individual for the same accommodations and/or assistance at Duke University. For academic assistance available to all Duke University undergraduate students, refer to the "Special Study Centers, Programs, and Opportunities" section on the Academic Resource Center.

The Vice-President for Institutional Equity is the designated compliance officer for the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. The compliance officer can be reached at (919) 684-8222. Section 504 of the Rehabilitation Act states: "No qualified [disabled] person shall, on the basis of [disability], be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity that receives benefits from federal financial assistance." (Appendix II, section 51.51(a)).

Offices for Program Planning

The Office of Student Activities and Facilities. The Office of Student Activities and Facilities helps enhance the climate of the campus through the programming efforts of organizations such as the University Union, and through advising student clubs and organizations.

The Office of Student Activities serves as a resource for student organizations, student leaders, the Duke University community and the community-at-large. The office promotes the development of leadership skills through a variety of programs which both educate and support individual students and student organizations; and is the central resource for information concerning student organizations, acting both as liaison and advocate, and facilitates the financial management of organizational funds, providing both counsel and direct services. The office coordinates the event registration process for student organization events and oversees all student-related nonresidential, nonacademic facilities. For more information, go to the following Web site: http://osa.studentaffairs.duke.edu.

The Mary Lou Williams Center for Black Culture. The Mary Lou Williams Center for Black Culture provides a space, newly renovated in 2003, in which black students can create a community to celebrate African and African American cultures. The center is a gathering place for the entire community of Duke University to increase its awareness and understanding of black people and black culture. It was named in honor of the pianist and composer who graced Duke University as an Artist-in-Residence from 1977 until her death in 1981.

Located on the second floor of the West Union Building on West campus, the Mary Lou Williams Center sponsors a poetry and spoken word series featuring the creative work of African American poets and spoken word artists from across the state and the country. The center also offers lectures, films and concerts. All of these efforts are designed to deal critically, supportively, and creatively in order to foster consciousness about the significance of African American culture in history and in the present. See the Web site for more information: http://mlw.studentaffairs.duke.edu.
The Women's Center. Located in 126 Few Quad, across the traffic circle from the Allen Building, the Women's Center works to promote the full and active participation of women in higher education at Duke by providing advocacy, support services, referrals, and educational programming on gender-related issues. Women's Center programs and services address a wide variety of issues, including leadership, safety, harassment, health, campus climate concerns, personal and professional development, and the intersection of gender with race, class, and sexual orientation. The center seeks to assess and respond to the changing needs of the university community, to raise awareness of how gender issues affect both women and men on campus, and to serve as an advocate for individuals and groups experiencing gender-related problems, such as sexual harassment or gender discrimination. Duke's Sexual Assault Support Services (providing twenty-four hour a day crisis counseling) is also housed in the Women's Center.

The center offers programming internships and work-study jobs to students; houses an art gallery and 3,500 volume feminist lending library; and publishes VOICES, a yearly magazine addressing issues related to gender, ethnicity, and sexual orientation on campus and in the wider community. Additionally, the center advises and serves as a meeting place for student groups addressing gender issues on campus, including the Women's Coalition, BASES (a student-to-student mentoring program for first-year women), GWPN (Graduate and Professional Women's Network), and WISE (Women in Science and Engineering). Open Monday through Friday, 8:30 a.m.-5:00 p.m., the center invites students to study in its lounge or browse through its library during business hours and makes its space available for student group meetings and programs in the evenings. For more information, see the Web site: http://wc.studentaffairs.duke.edu.

International House. International House serves as the center of co-curricular programs for internationals and U.S. Americans interested in other cultures and peoples. The mission of International House is: (1) to assist internationals and their families with orientation and acclimation; (2) to enhance cross-cultural interaction through programming and community outreach, and (3) to provide advocacy and support for the Duke international community. There are more than 1,300 international students from more than 100 countries enrolled at Duke. Programs include an intensive orientation program at the beginning of the academic year; the International Friends Program which pairs internationals with local families to promote friendship and cross-cultural learning; Duke Partners which pairs internationals with U.S. Americans for weekly conversation and language exchange; Speakers' Panorama which arranges for internationals at Duke to present their countries to local organizations and schools; Friday Coffee Hours, a time for people of all nations to come together for refreshments and conversation; Cross-Cultural Training for groups interested in developing awareness and skills needed to manage cultural diversity at both interpersonal and organizational levels; Global Nomads, an organization for people who have lived outside their passport country because of a parent's career choice; Spouses Program, a variety of weekly events to meet the special needs of spouses, and the International Association, a student-run group which sponsors culture nights, trips, sports, teams, and an annual campus-wide International Festival. See the Web site at http://ihouse.studentaffairs.duke.edu.

The Center for Multicultural Affairs. The Center for Multicultural Affairs has responsibility for identifying and assisting with changes in the Duke University community which promote optimum growth and development for African-American, Asian-American, Latino-American, and Native American undergraduate and graduate/professional students. The office conducts such activities as public forums on student life, mentorship projects with university alumni, seminars on current issues for students of color, institutional research on development of students of color, and serves as a resource on issues of students of color for the university community. For more information see the Web site at http://mcc.studentaffairs.duke.edu.
The Community Service Center. The Community Service Center is a clearinghouse for numerous volunteer and community service activities available to students, faculty, and employees. Through the center, members of the Duke community can become involved with student service groups and Durham area agencies doing everything from tutoring and mentoring, helping to care for people with AIDS, serving meals at local homeless shelters, to befriending senior citizens and earning work-study money in community service internships. The Community Service Center also sponsors speakers, special events, training sessions, and many other programs. In these ways, the center strives to raise awareness about contemporary social issues, to provide opportunities for students to link their service work and coursework, and to be a catalyst for creative partnerships between Duke University and the wider community. See the Web site for more information: http://csc.studentaffairs.duke.edu.

The Center for Lesbian, Gay, Bisexual, and Transgender Life. The mission of the Center for Lesbian, Gay, Bisexual, and Transgender Life (Center for LGBT Life) is to provide education, advocacy, support, and space for lesbian, gay, bisexual, transgender, questioning, and straight-allied students, staff, and faculty at Duke, as well as alumni/ae and members of neighboring communities. The center provides (1) a safe haven to discuss issues of sexuality as they relate to self, family, friends, and others; (2) a friendly and comfortable location for lesbians, gays, bisexuals, transgender persons and allies to socialize and discuss issues affecting the community; (3) a place for groups to meet and organize activities; (4) a resource center and library containing magazines, books, and information by, for, and about lesbians, gays, and bisexuals and transgender persons; (5) advocacy on lesbian, gay, bisexual, and transgender matters at Duke; and (6) a broad array of co-curricular, educational programming aimed at diverse audiences in and around the university. Through these services, the Center for LGBT Life presents opportunities for all students, faculty, staff, and alumni/ae to create a more hospitable campus climate. The center is located on the lower level of West Union in space renovated in 2003. For more information, see the Web site at http://lgbt.studentaffairs.duke.edu.

Student Organizations

Duke Student Government. The Duke Student Government (DSG) is the voice of the undergraduate student body of Duke University. DSG is responsible for articulating undergraduate student thought on issues relevant to the university and for working to improve the educational process and university environment. The working philosophy of DSG is that students have the right to participate in the university's decision-making process on matters that affect the student body. Coordinating the efforts of individuals and organizations, DSG lobbies university administrators on practices and policies which govern all facets of life at Duke.

DSG offers the opportunity for students to have input in university planning and policy development through the legislature, through university-wide committees, and through many unique student services. DSG's services seek to aid every undergraduate during his/her Duke career. These services include free legal advice, line-monitoring of basketball games, and a ride-rider service.

Cultural and Social Organizations. The scope of the more than three hundred student organizations is suggested by a partial listing of their names: Alpha Phi Omega service fraternity, Black Student Alliance, Baptist Student Union, Cheerleaders, International Association, Duke Ice Hockey, Outing Club, Sailing Club, Model United Nations Club, Photography Group, and the N.C. Rural Health Coalition. Seventeen National Interfraternity Council fraternities and ten National Panhellenic Council sororities are represented on campus as are five fraternities and five sororities governed by the National Pan-Hellenic Conference.
Many opportunities are provided on campus in the areas of music and drama. The Chorale, United in Praise, Chapel Choir, Wind Symphony, Marching Band, Symphony Orchestra, and Collegium Musicum are examples of musical organizations. Duke Drama provides opportunities for non-drama majors to perform established and experimental drama; Hoof 'n' Horn presents musical comedy; Karamu performs drama related to the black experience.

Several academic departments sponsor organizations and programs for students with special academic or professional interests. There are over twenty academic department majors unions on campus. There are also academic and leadership honorary societies.

Media. The Chronicle, the campus newspaper, publishes five issues weekly and is a separate not-for-profit organization. A humor magazine (Carpe Noctem), a literary magazine (the Archive), a feature magazine (Tobacco Road), a science magazine (Vertices), a photography magazine (Latent Image), Duke's black literary publication (Prometheus Black), a journal of campus news and opinion (Duke Blue), and Erudito, a social science journal, are published on a regular basis by students. In addition, the Duke Women's Handbook, and a comprehensive yearbook, the Chanticleer, are produced each year. These publications are under the direction of the Undergraduate Publications Board, which chooses the editors and business managers and reviews the financial budgets of all such franchised publications and produces the Blackburn Literary Festival, featuring some of today's most prominent authors. The DukEngineer, the official student magazine of the Pratt School of Engineering, appears twice each year and contains articles on technical and semi-technical topics as well as other matters of interest to the school. VOICES magazine, published by the Women's Center, addresses issues of gender, ethnicity, and sexual orientation. Additionally, there are a number of independent publications on a variety of topics published by students and distributed on campus. WXDU 88.7 FM is the student-managed and programed radio station, broadcasting to the Duke and Durham communities. Duke Union Community Television (Cable 13) is operated by students and produces color television programs that are broadcast throughout the campus on the university cable system.

Project WILD. Project WILD (Wilderness Initiatives for Learning at Duke) is a unique student organization which, through the practice of experiential education (learning through doing), attempts to ease the transition period into college for Duke students. Run entirely by students, the program strives to teach self-worth, group awareness, and an appreciation of nature. The program has three primary components. The August Course is a twelve-day backpacking expedition in western North Carolina held prior to orientation. The House Course is taught each spring semester and includes a seven-day expedition. The Ropes Course Program is a two- to four-hour experience for groups or individuals and is available to the university community year round.

Health, Physical Education, and Recreation

Besides offering a variety of classes (see the chapter "Courses of Instruction"), the Department of Health, Physical Education, and Recreation also sponsors numerous programs for all students in intramurals, sports clubs, and recreation.

The Intramural Sports Program provides an opportunity for every student to participate in organized recreation competition in forty-nine activities. The program is comprised of four major areas: men's intramurals, women's intramurals, co-ed intramurals, and recreation programs. It is open to all graduate and undergraduate students of Duke University. Participation, not skill, is a major factor that is emphasized in the program.

More than thirty sports clubs have been chartered by Duke students for those with similar interests to participate in competition and recreational activities. Clubs vary
from those which compete with clubs of other universities, such as soccer, rugby, and ice hockey, to those of a more recreational nature such as cycling, and sailing, and one which yearly presents several performances, the water ballet club.

The university's many recreational facilities, available to all students, include the championship Robert Trent Jones Golf Course, tennis courts (some lighted) on both campuses, indoor swimming pools on East and West campuses and an outdoor pool on Central campus, three gymnasiuems including the Brenda and Keith Brodie Recreation Center on East Campus and the Wilson Recreation Center on West Campus, several weight training rooms, squash and racquetball courts, outdoor handball and basketball courts, an all-weather track, numerous playing fields, jogging trails, and informal recreational areas. Tournaments in recreational sports are often organized and conducted by students. Students may reserve facilities and equipment at designated times.

**Intercollegiate Athletics**

The Athletic Department fosters intercollegiate athletics by striving for excellence and by providing the best possible framework within which highly accomplished student athletes can compete. The department has a dual responsibility to provide a high-quality athletic program and environment so that all students have the opportunity to compete to the fullest extent of their abilities. Duke is a member of the National Collegiate Athletic Association (NCAA) and the Atlantic Coast Conference (ACC). The ACC consists of Clemson, Duke, Florida State, Georgia Tech, Maryland, North Carolina at Chapel Hill, North Carolina State, Virginia, and Wake Forest.

The intercollegiate program for men includes football, soccer, basketball, cross country, swimming, fencing, wrestling, indoor and outdoor track, baseball, golf, tennis, and lacrosse. The women's athletic program provides intercollegiate competition in basketball, fencing, field hockey, golf, lacrosse, soccer, swimming, tennis, volleyball, rowing, indoor and outdoor track, and cross country. Freshmen may participate on all varsity teams.

The director of athletics and associate director of athletics provide departmental leadership and coordinate all athletic policies with the University Athletic Council. The council consists of representatives from the undergraduate student body, the faculty, the administrative staff, the trustees, and the alumni. The council meets with the director of athletics periodically during the school year. The chairman of the council is the official university representative at national and conference athletic meetings.

**Judicial System and Regulations**

Duke University expects and requires of all its students full cooperation in developing and maintaining high standards of scholarship and conduct. Each student is subject to the rules and regulations of the university currently in effect, or which are put into effect from time to time by the appropriate authorities of the university. At the same time, the individual is responsible for decisions and choices within the framework of the regulations of the community, as Duke does not assume *in loco parentis* relationships.

Students, in accepting admission, indicate their willingness to subscribe to and be governed by these rules and regulations. They acknowledge the right of the university to take disciplinary action, including suspension or expulsion, for failure to abide by the regulations or for other conduct adjudged unsatisfactory or detrimental to the university community.

Responsibility for prescribing and enforcing rules and regulations governing student conduct rests ultimately with the Board of Trustees of Duke University and, by delegation, with administrative officers of the university. In the undergraduate schools, and in the university as a whole, many of these rules have been established over the
years by cooperative action between students, faculty, and administrative officers. Representative student organizations, such as student governments and judicial boards, and more recently, community-wide bodies of students, faculty, and administrators, have initiated proposals for policies and rules necessary to assure satisfactory standards in academic and nonacademic conduct. These proposals have been accepted by university officers and have become a substantial, if not all-inclusive, body of rules governing student life at Duke. For current regulations, refer to the *Bulletin of Duke University: Information and Regulations*.

Students in Trinity College of Arts and Sciences and in the Pratt School of Engineering constitute an undergraduate community whose members are subject to the rules and regulations of the Undergraduate Community. Violations of any published policy by individuals and residential or nonresidential cohesive units may be adjudicated under the procedures set forth in the *Bulletin of Duke University: Information and Regulations*.

**Student Obligations and Requirements**

Students are expected to meet academic requirements and financial obligations, as specified elsewhere in this bulletin, in order to remain in good standing. Certain nonacademic rules and regulations must be observed also, including accepting responsibility for behavior that is disruptive or threatening to the safety of self or others. Failure to meet these requirements may result in dismissal by the appropriate officer of the university.
Principles of Selection

James B. Duke, in his Indenture of Trust, requested that "great care and discrimination be exercised in admitting as students only those whose previous record shows a character, determination, and application evincing a wholesome and real ambition for life." Therefore, in considering prospective students, Duke University looks beyond the basic characteristics of academic competence possessed by the majority of applicants. It seeks, regardless of race, color, religion, national and ethnic origin, gender, handicap, sexual orientation or preference, or age, not only evidence of intellectual promise and maturity of judgment, but also a sense of life beyond the classroom. Often, this is expressed in the form of special talents and accomplishments; it is seen consistently in a student's determination to make creative use of the opportunities and challenges posed by Duke University.

Requirements for Application

As there are occasionally changes in admission policies or procedures after the printing deadline for the Bulletin of Duke University: Undergraduate Instruction, candidates are urged to consult the Bulletin of Duke University: Information for Prospective Students for specific admissions information, dates, and policies.

DEGREE STATUS

Although there are no inflexible requirements as to subject matter, students are urged to choose a broad and challenging high school program. Candidates for admission should present a minimum of four years of English and at least three of mathematics, natural sciences, a foreign language, and social studies. Applicants to the Pratt School of Engineering are advised to take four years of mathematics and at least one year of physics or chemistry. Calculus is a prerequisite for admission to the Pratt School of Engineering. All candidates for first-year standing must complete either the SAT-I examination or the ACT. Those students who choose to take the SAT-I should also complete three SAT-II exams, including the SAT-II Writing Subject test. Applicants to the Pratt School of Engineering should also take one SAT-II test in mathematics (level 1 or 2). Students wishing to continue study or gain course exemption in a foreign language should complete a SAT-II or Advanced Placement exam in that language. Even though the foreign language SAT-II is not required for admission, we strongly recommend that students take the test before leaving high school. Students should refer to the Duke University web site, at http://www.duke.edu, and follow the appropriate undergraduate admissions links for the most recent information on SAT-II requirements for incoming students. The SAT-I and SAT-II should be taken by October of the senior year for Early Decision applicants and by January of the senior year for
Regular Decision applicants. Students choosing to take the ACT will not be required to submit SAT-I or II scores; however, the ACT will be used for admission only, not for placement or exemption. The ACT should be taken by October of the senior year for Early Decision applicants and by December of the senior year for Regular Decision applicants.

NONDEGREE STATUS

Summer Session. Persons who are or were at the time of leaving their home institutions in good standing in accredited colleges or universities may be admitted for summer study only by the director of the Summer Session.

Continuing Education. Admission as a continuing education student at Duke is limited to adults who live in the Triangle area; Duke graduates; persons who will be moving into the area and plan to reside here for a substantial period of time, for family and work reasons; and local high school seniors. These students are given academic counseling by the Office of Continuing Education; they are subject to most of the regulations set forth for degree candidates.

Application Procedures

DEGREE STATUS

A Bulletin of Duke University: Information for Prospective Students and an application may be obtained from the Office of Undergraduate Admissions, Duke University, Box 90586, Durham, North Carolina 27708-0586. A nonrefundable processing fee that is determined annually must accompany the first part of the application. Students are encouraged to apply online through the admissions website. Students who would like to make use of the Common Application are encouraged to do so if they prefer. The Common Application is generally available in secondary school guidance offices. A required supplement to the Common Application is available from the Office of Undergraduate Admissions or through the admissions website.

A personal interview at Duke is not required for admission; students who find it possible to visit campus, however, may call to request an interview. Interviews with local alumni are also available for most applicants when Part I of the Duke application or the Common Application has been filed by the deadline. On-campus interviews cannot be granted from November 30 through May 31, when applications are under review.

Regular Decision. Candidates who wish to enter Duke as first-year students must submit a completed application no later than January 2 of their senior year in secondary school. Decisions are mailed from the university in early April, and accepted candidates are expected to reserve a place in the class by May 1.

Early Decision. Students for whom Duke is a clear first choice may apply for Early Decision. Candidates who apply for Early Decision are required to sign a statement confirming their commitment to enroll at Duke if they are admitted in the Early Decision process and to withdraw applications from other colleges and universities as soon as they learn of their admission to Duke. Students may apply to only one school under a binding Early Decision plan. Duke reserves the right to withdraw the applications of students accepted to other schools under binding Early Decision plans. Secondary school counselors and parents are also asked to sign the Early Decision agreement. Students who are denied admission under the Early Decision program may not reapply for admission under the Regular Decision program.

Students applying for Early Decision should submit a completed application by November 1. The SAT I and SAT II or the ACT examinations should be taken no later than October of the senior year. Early Decision applicants who have not completed their standardized tests may be deferred to Regular Decision. Applicants are notified of their
Application Procedures

status—admit, defer, or deny—by mid-December. Admitted students are expected to respond by January 2. The credentials of candidates who are deferred are considered along with candidates for Regular Decision. Deferred students are no longer bound by the early decision agreement and are free to accept offers of admission from other colleges and universities.

This plan is designed to give well-qualified students who know Duke is their first choice a means of indicating that commitment to the university and of receiving a decision early enough to eliminate the necessity of applying to several colleges.

Midyear Admission. A midyear (January) admission program has not been offered to first-year students for a number of years and there are no current plans to reinstate one. When offered, midyear admission has allowed students to begin their college work a semester early or to postpone matriculation for a semester.

Transfer Admission. Transfer admission from other accredited institutions may be arranged for a limited number of students each semester. Because the transcript of at least one full year of academic work is preferred by the Admissions Committee, and because transfer students are required to spend their last two years at Duke, most candidates apply to Duke during their first or second year of college. All Duke students, except those majoring in engineering, must meet the requirements for the Trinity College curriculum, so students applying to transfer to Trinity College should plan to spend three years at Duke in order to meet the requirements for the Trinity College curriculum and the major. Candidates must submit completed application forms, official transcripts of all work completed at other accredited colleges, high school records, scores on the SAT-I or ACT, and employment records if there has been an extended period of employment since graduation from secondary school. See the section on transfer credit on page 46.

September (fall semester) transfer students submit a completed application by March 15, learn of their decisions in mid-May, and respond to the university by June 1. January transfer students submit a completed application by October 15, learn of their decisions by November 15, and reply to the university by December 1. January transfer is not available to students in their first year of college.

NONDEGREE STATUS

Summer Session. Registration forms and schedules of courses may be obtained by writing or calling the Office of the Summer Session, Box 90059, Duke University, Durham, North Carolina 27708-0059, (919) 684-2621. No application fee is required.

Continuing Education. Applications may be obtained from the Office of Undergraduate Admissions and must be returned to that office, accompanied by a $35 application fee, by August 1 for the fall semester and by December 1 for the spring semester.

A certain grade point average over four courses must be attained before a nondegree student may apply for degree candidacy. More detailed information on nondegree course work through continuing education is available from the Office of Continuing Education, Box 90700, Duke University, Durham, North Carolina 27708-0700.

READMISSION OF FORMER STUDENTS

A student who desires to return, following withdrawal from college, should apply directly to the appropriate college or school. (See the section on readmission procedures on page 58.)
Financial Information
Tuition and Fees*

No college or university can honestly state that an education at the college level is inexpensive. Fees paid by students cover less than half the cost of their instruction and the operation of the university. Income from endowment and contributions from alumni and other concerned individuals meet the balance and assure each student the opportunity to pursue an education of unusually high quality.

Students are urged to give their attention first to the selection of institutions which meet their intellectual and personal needs, and then to the devising of a sound plan for meeting the cost of their education. This process will require an in-depth knowledge of both the university’s financial aid program and the resources of the student’s family. Information describing in detail the various forms of financial aid may be obtained from the Office of Undergraduate Financial Aid web site at: http://www.dukefinancialaid.duke.edu.

Estimated Expenses. The figures in this section are projections and are subject to change. Certain basic expenditures, such as tuition, room, and board, are considered in preparing a student’s budget. These necessary expenditures, with a reasonable amount allotted for miscellaneous items, are shown below:

<table>
<thead>
<tr>
<th>Expense</th>
<th>Academic Year, 2004-2005 (two semesters)</th>
<th>Two Summer Terms, 2004 (one semester equivalent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Trinity College</td>
<td>$29,770</td>
<td>$7,860-9,170</td>
</tr>
<tr>
<td>Engineering</td>
<td>$29,770</td>
<td>$7,860-9,170</td>
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<td>Residential Fee Single Room</td>
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<td>Double Room</td>
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<tr>
<td>100% board plan</td>
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<td>Student Health Fee</td>
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<tr>
<td>Student Govt./Duke Union Fee</td>
<td>$242</td>
<td></td>
</tr>
<tr>
<td>Recreation Fee</td>
<td>$184</td>
<td>$301</td>
</tr>
<tr>
<td>Residential Program Fee</td>
<td>$100</td>
<td></td>
</tr>
</tbody>
</table>

1 This fee is optional.

It should be realized that additional expenses will be incurred which will depend to a large extent upon the tastes and habits of the individual. The average undergraduate student, however, can plan on a budget of approximately $42,158. The budget estimate for the summer (two terms, one semester equivalent) is $11,246. These budgets represent most student living expenses except for cable, telephone, parking, travel costs, loan fees, and major clothing purchases.

Fees and Deposits for Fall and Spring. On notification of acceptance, students (including transfer students) are required to pay a nonrefundable registration fee of $100 which includes a one-time transcript processing fee, and to make an advance

* The figures in this section are projections and are subject to change.
Financial Information

Deposit of $200. The deposit will not be refunded to accepted applicants who fail to matriculate.

Late Registration. Continuing students who fail to register during the registration period must pay a fee of $50 to the bursar.

Part-Time Students. In the regular academic year, students who with permission register for not more than two courses in a semester will be classified as part-time students. Part-time students will be charged at the following rates: one course, $3,720; half course, $1,860; quarter course, $930. Registration for more than two courses requires payment of full tuition. Graduate students registered for undergraduate courses will be assessed three units for non-laboratory courses and four units for laboratory courses. Men and women in nondegree programs who are being considered for admission to degree programs, as designated by the Office of Continuing Education, pay fees by the course whether the course load is one, two, or three courses.

Auditing one or more courses without charge is allowed for students paying full fees, provided that the consent of the instructor is obtained. Students who are enrolled for one or two courses may audit other courses by payment of $365 for each course audited. With the consent of the appropriate instructor and the director of Continuing Education, graduates of Duke may audit undergraduate courses for the above payment per course.

Payment of Accounts for Fall and Spring. The Bursar’s Office will issue statements to registered students for tuition, fees, and other charges approximately four to six weeks prior to the beginning of classes each semester. The Amount Due on the statement is payable by the due date as indicated on the statement. Inquiries can be made at the Bursar’s Office by email at bursar@duke.edu, by facsimile at (919) 684-3091, or by telephone at (919) 684-3531. Current account information is available on the ACES Web site. Office hours are from 9:00 a.m. to 4:00 p.m., Monday through Friday. As part of the admission agreement to Duke University, a student is required to pay all statements as presented. If full payment is not received, a late payment charge will be assessed on the subsequent statement, and certain restrictions, as stated below, will be applied. Failure to receive a statement does not warrant exemption from the payment of tuition and fees, nor from the penalties and restrictions. Statements are mailed to the student’s permanent home address as maintained by the student on the ACES website. Non-registered students will be required to make payment for the current term’s tuition and fees, as well as any past due balance at the time of registration.

Monthly Payment Option. The Monthly Payment Option Plan allows students and their parents to pay all or part of the academic year expenses in ten equal monthly payments from July 1 to April 1. The only cost is an annual, nonrefundable participation fee of $95. This participation fee can be paid by Visa or MasterCard. Monthly installment plan payments may be made by check or by bank draft. Questions regarding this plan should be directed to Tuition Management Systems (TMS) at (800) 722-4867. Information is also available at the TMS website, www.afford.com. At renewal, the plan can be extended to twelve months. The monthly payments can be increased or decreased without additional cost. As a TMS participant, you will continue to receive monthly statements from the Duke Bursar’s Office. These statements will reflect payments made to TMS, as well as any new transactions that are posted to your Bursar account.

Duke Student Insurance. Medical insurance is required for all full-time and part-time degree-seeking students. Medical insurance coverage is required in addition to paying the mandatory student health fee. This requirement may be satisfied by providing proof of coverage by a private insurance policy, or by signing-up for the Duke-sponsored student insurance plan. Each academic year the insurance decision must be indicated on the ACES Web site. On the ACES Web site, registration may be made for the Duke-sponsored insurance plan or insurance coverage may be waived by
indicating proof of coverage by a private policy (please be prepared to enter the policy name and number on the Web site).

**Restrictions for Outstanding Account Balances.** An individual will be in default if the **Amount Due Now**, as listed on the statement, is not paid in full by the required due date. In addition to the assessment of late payment charges, a student in default will not be allowed to register for future semesters, to receive a transcript of academic records, to have academic credits certified, or receive a diploma at graduation. In addition, an individual in default may be subject to withdrawal from school and have the account referred to a collection agency and credit bureau.

Fees for Study Abroad. Students who register to study abroad on programs administered by institutions other than Duke University will pay the tuition and fees of the administering institution. There will be a fee of $2,070 per semester, payable to Duke University, to maintain a student's enrollment at Duke.

Fees for Courses. Additional fees are charged for certain physical education activity and applied music courses. For specific charges, consult the Office of the Bursar.

Tuition and Fees for Summer Session. Tuition for undergraduates is $1,965 for each 3 semester hour (s.h.) course, $2,620 for each 4 s.h. course, $1,310 for each half course (2 s.h.), and $3,930 for each one and one-half course program (6 s.h.) offered at the Marine Laboratory.

Tuition for graduate students taking an undergraduate course is as indicated above.

**Health Fee.** All Duke students and all full-time non-Duke students are required to pay $84 per term. All students at the Marine Laboratory are required to pay $70 per five-week registration period.

**Music Fee.** A fee of $182 will be charged for Music 81 and 85. A fee of $364 will be charged for Music 91 and 95.

**Auditing Fees.** With permission of the instructor, students registered for a full course program (two courses) may audit one non-laboratory course except a physical education and dance activity course, a studio art course, an applied music course, and foreign programs. No extra charge is made.

Students carrying less than a full course program may be granted permission by the instructor to audit a course (the above exceptions apply) but must pay $197 for the course if it is in Arts and Sciences. Professional school course audit policies may differ.

**Payment of Tuition and Fees.** The Office of the Bursar will mail bills in May, June, July, and August to current Duke students enrolled for Summer Session. The bill due date will be two weeks from the date of the bill. 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. Failure to meet deadlines may have implications for fall enrollment.

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, April 29, 2004. Payment for Term II charges will be due on or before Monday, June 14, 2004. If payment is not received by these dates, registration will be cancelled.

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.

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.
Transcripts. Requests for transcripts of academic records can be made via ACES, Duke’s online student records system. Transcripts requested via ACES will be mailed the next business day. (See University Registrar’s web page, http://registrar.duke.edu, for access to ACES.) Former students who do not have access to ACES may request transcripts by submitting a signed request directly to the Office of the University Registrar, in person, by mail, or by fax. E-mail requests are not accepted. Transcripts may be withheld for outstanding financial obligations.

Duke Employees. With the permission of their supervisors, employees may, through the Office of Continuing Studies and Summer Session, take up to two courses for credit or audit during any one semester or one during a summer term. A formal application for credit course work must be submitted by August 1 for the fall semester, December 1 for the spring semester, April 15 for Term I of Summer Session, or June 1 for Term II of Summer Session. Only employees desiring to continue in the fall semester should apply for admission during the summer. Employees desiring to take a course for credit only during the summer should complete the Summer Session application/registration form.

Many employees may be eligible to receive an Employee Tuition Benefit to enroll in regular university classes. Half-time employees with one or more years of service who receive permission to take such courses are eligible for a 50 percent tuition benefit. This benefit applies only to nondegree work. Full-time (thirty or more hours a week) employees with two or more years of service who receive permission to take such courses are eligible for a 90 percent tuition benefit for credit course work and a 100 percent tuition benefit for audited course work. This benefit continues after degree candidacy has been attained. A tuition benefit may, under certain conditions, be available for spouses or spousal equivalents of employees. Employees should consult the Benefits Office, 2024 W. Main Street (919) 684-6723, to determine eligibility. Eligible employees must submit the Duke Educational Assistance Certification Form—available at the Benefits Office or on the Web at http://www.hr.duke.edu/benefits/education/edasstfm.PDF—at least one week in advance of payment date to obtain benefit certification. Staff members of Continuing Studies and Summer Session are available to advise Duke employees on educational matters (919) 684-2621.

Living Expenses*

Housing for Fall and Spring. In residence halls for undergraduate students the housing fee for a single room ranges from $6,086 to $7,300 for the academic year; for a double room, the fee ranges from $4,610 to $5,524; for a triple room, the fee ranges from $4,120 to $4,940 per occupant. Apartment rates for upperclass students range from $3,870 to $4,950 per occupant.

Detailed information concerning the student’s obligations under the housing contract and the consequences of failure to comply are published in the Bulletin of Duke University: Information and Regulations.


Food and Other Expenses. Duke Dining Services and Duke University stores operations are located on campus to serve the needs of the Duke community. The university identification card, known as the DukeCard, can be used to gain access to prepaid accounts and make purchases in many Duke University facilities.

* The figures contained in this section are projections and are subject to change prior to the beginning of the Fall 2003 semester.
The first-year student dining program includes twelve prepaid meals per week at The Marketplace at East Union; plus dining plan debit account "points" for use at any dining location on campus, three convenience stores, concessions at athletic events, sodas and snacks from vending machines, and late night pizza and sub delivery from approved local commercial vendors. The cost of the First Year Plan is $1,430 per semester for the twelve-meal plan plus one of three "points" plans (Plan G-I) which range from $520 to $660. Participation in the First Year Plan is required of all first-year students who reside on East Campus.

Upperclass students who live in the residence halls are required to participate in one of five dining plan debit accounts which allows access to all dining locations. The five plan levels (Plan A - Plan E) range from $1,365 to $2,105 per semester. Upperclass students who live in Central Campus apartments are also required to participate in the dining plan, but may choose to do so at the lower minimum requirement of Plan J ($980 per semester).

Nonresident students are not required to participate in the dining plan; however, Plan F at a cost of $475 per semester is offered as an option.

An optional summer dining plan is provided in three plan levels ranging from $220 to $725 per summer term.

Students may also purchase a Flexible Spending Account (FLEX) which can be used to purchase any goods or services from Dining Services, Duke Stores, and other campus operations. FLEX is optional and may be opened with a minimum balance of $25. Additional funds may be deposited to either the FLEX or dining plan debit account at anytime.

Information regarding these accounts is sent to matriculating students. For more information about campus retail and food facilities, see the chapter "Campus Life and Activities" in this bulletin.

Fall and Spring Refunds

In the case of withdrawal from the university, students or their parents may elect to have tuition refunded or carried forward as a credit for later study according to the following schedule:

<table>
<thead>
<tr>
<th>Withdrawal</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before classes begin</td>
<td>Full Amount</td>
</tr>
<tr>
<td>During first or second week</td>
<td>80 percent</td>
</tr>
<tr>
<td>During third, fourth, or fifth week</td>
<td>60 percent</td>
</tr>
<tr>
<td>During sixth week</td>
<td>20 percent</td>
</tr>
<tr>
<td>After sixth week</td>
<td>None</td>
</tr>
</tbody>
</table>

Tuition charges paid from grants or loans will be restored to those funds on the same pro rata basis and will not be refunded or carried forward. In the event of death, a full tuition, fees, and residence hall refund will be granted. In case of a call to military service, a full semester’s tuition, full purchase price of textbooks from the university’s book store, and the pro rata amount of the room charge will be refunded. The outstanding balance of the food service plan will be refunded in case of military service or death.

In the case of dropping special fee courses (e.g., music, art, golf), or of part-time students dropping audit courses, a full refund will be granted students during the drop-add period. Students changing status to part-time are required to request permission at the time of preregistration; therefore, no refunds are granted during the drop/add period or subsequently for changes which involve carrying less than a full-time load.

Because Duke University participates in the Title IV federal aid programs, it follows federal guidelines with respect to the refund and repayment of these funds. All
first-time students who withdraw within 60 percent of the enrollment period will have their charges and financial aid adjusted according to the federal regulations. Additional information regarding this procedure may be obtained from the Office of Financial Aid.

**Summer Administrative Withdrawal Charges and Refunds**

*Drop or Administrative Withdrawal Charges.* Students who will not be attending a summer term or course for which they have registered must officially drop the course(s) prior to the beginning of the term whether or not they have paid tuition and fees. (See the section on course changes for the summer term in the chapter “Academic Procedures and Information.”) Students who fail to drop the course(s) prior to the beginning of the term will be charged $150 per course ($75 per half-course or audit registration).

*Refunds (Except Foreign Programs).* Students who will not be attending a summer term or course for which tuition and fees have been paid are eligible for refunds following these policies:

1. There is a financial obligation of full tuition and fees if the student withdraws from a course(s) or withdraws from the term after the third day.
2. There is a financial obligation of $150 per course ($75 per half-course) if the student officially drops a course(s) or withdraws from the term during the first three days. The health fee is not refunded. (There is no charge for drop/adds that result in no change in course load in the same term.)
3. Full tuition and fees are refunded if the student officially drops a course(s) or withdraws from the term before the first day.

**Student Aid**

Duke University is strongly committed to its financial aid program and, for the four years of undergraduate enrollment, will meet 100 percent of the demonstrated need of each eligible admitted U.S. citizen or eligible non-citizen. The university’s aid program includes both merit and need-based scholarships, work-study, the Federal Pell Grant Program, the Federal Perkins Loan, and the Federal Stafford Student Loan Program. Admissions decisions are made without reference to a student’s application for aid, and students needing assistance are strongly encouraged to apply for financial aid at the same time as for admission. Students awarded financial aid will be notified at the same time they are offered admission.

For the student with demonstrated need, the net cost of an education at Duke University will generally be no greater than that for attendance at any private college or university. It is the intention of the Office of Undergraduate Financial Aid to set each award at a level consistent with a family’s ability to meet the costs of attending Duke University. This will be done by taking into consideration the contribution that can reasonably be expected from the student and the family. During the current academic year, over 43 percent of the student body receives more than fifty-five million dollars in aid of various types. Additional information is available on the university’s financial aid Web site at http://dukefinancialaid.duke.edu.

Financial Aid for Entering Freshmen. Candidates should initiate their application for financial aid concurrently with their application for admission. Instructions outlining the specific requirements and deadline dates will accompany application materials. To receive institutional funds, two forms must be submitted, the Free Application for Federal Student Aid (FAFSA) to the federal processor and the PROFILE application to the College Scholarship Service. Students applying for federal loans and grants and not Duke University aid need to complete only the FAFSA. If a student’s parents are divorced or separated, the custodial parent must submit the PROFILE and

* This policy does not apply to study abroad program students.
Student Aid 111

FAFSA. The noncustodial parent must submit the Non-Custodial Parent's Statement, which may be found on the financial aid office web site. A copy of all pages, including schedules and attachments, of both parents' and student's most recently submitted federal income tax form must be submitted to the Financial Aid Office on or before March 1. If the current year tax forms cannot be submitted by March 1, the applicant and his or her parents must submit a copy of the previous year's tax forms by this date. In this instance, the current forms must be submitted by May 1. Information provided on the FAFSA and the PROFILE will be verified through the use of the tax return.

Renewal of Financial Aid after the Freshman Year. Each year students must file an application for renewal of financial aid. This application must include a new PROFILE form, a new Free Application for Federal Student Aid, and a copy of all pages, including schedules and attachments, of the parents' and student's current federal income tax return. Application materials are available in mid-December. The deadline for the receipt of all application materials by the Financial Aid Office is May 1. Failure to meet this deadline will affect the type and amount of aid offered. All qualified students may receive need-based aid for up to eight semesters.

To have financial aid renewed, a student must meet the continuation requirements outlined in the chapter "Academic Procedures and Information," as appropriate. Students not qualifying for financial aid due to their inability to meet these requirements may appeal directly to the Financial Aid Office. Students holding merit scholarships are required to maintain an average considerably higher than the minimum required for need-based financial aid recipients. Specific details regarding retention standards will be provided to scholarship winners.

Summer School Financial Aid. Financial aid is available for each summer session. A student may choose to attend two summer sessions as part of their ninth semester of aid eligibility. Interested students can obtain specific details as to available funding and an application through the Financial Aid Office in March of each year.

TYPES OF FINANCIAL AID

Gift scholarships or grants, long-term loans, and employment are integral parts of the financial aid program, and some portion of the aid offered an undergraduate is normally in each of these forms.

The work-study opportunity and loan(s) offered as financial aid are considered to be the self-help portion of the award. The standard aid package at Duke provides that the first $3,000 to $8,000 of each student's need be awarded in the form of self-help funds. Funds awarded in excess of this amount will generally be grant funds. This combination of university grant funds and opportunities for self-help enables Duke to extend its resources to a larger number of deserving students.

Duke has a number of scholarships based on merit which are available from personal endowments and corporations. Most are intended for entering freshmen and require no separate application. These scholarships may be based on achievement in a particular field or on an outstanding overall record.

Gift Scholarships. The following are among the named gift scholarships offered through Duke University. Where specified, these scholarships are renewable for four (4) years of undergraduate study for those students meeting the following academic standards:

Renewal merit scholarships will be continued for freshmen who complete the first year of studies with a 2.8 average or higher. Upperclass students must complete each academic year with a 3.0 average or higher. Students failing to meet the required average will be put "on review." Thereafter, students on review must receive a 3.0 average each semester to keep the scholarship or fellowship. If a scholar is ineligible to return to Duke for academic reasons, or is dismissed for disciplinary reasons, he or she will lose the scholarship.
The Angier B. Duke Memorial Scholarships. The Angier B. Duke Memorial Scholarships, competitively awarded on the basis of academic merit, have been established to encourage the intellectual achievement of men and women by recognizing those who possess outstanding academic and leadership abilities. Candidates are selected on the basis of intellectual performance, creative talent, and promise of being eventual leaders in whatever field of endeavor they choose. The scholarship is a four-year program (eight semesters), and a student's continuation in the program is contingent upon good academic performance. All 2001-2002 freshman scholarship holders received full tuition if enrolled in Trinity College of Arts and Sciences or the Pratt School of Engineering. Students demonstrating additional need will receive a grant from Duke University funds up to the amount needed. All Angier B. Duke Scholars are eligible to participate in a six-week summer study program at Oxford University in England. Under the Oxford program the scholarship pays tuition, single room accommodation, full board, designated excursions for all scholars, and an allowance for transatlantic air fare. Those choosing not to participate in the Oxford program are eligible for a $2,000 grant for an approved independent project. At least one of the four years of the scholarship could be used abroad on an approved program.

Robertson Scholars. This history-making undergraduate scholarship program, created and funded by visionary alumnus Julian Robertson and his wife Josie, will select its first class of approximately thirty undergraduate scholars in Spring 2001. Half of these scholars will matriculate at the University of North Carolina (UNC)-Chapel Hill, and half at Duke University. All will exhibit exceptional leadership potential, commitment to public service, and proven interest in the diversity of peoples and cultures both within the United States and beyond its borders. The program is designed so that every Robertson Scholar will have dynamic intellectual homes at two superb universities – Duke and UNC-Chapel Hill. Robertson scholars will receive full tuition, room, and living stipends at UNC-Chapel Hill or full tuition at Duke, summer community-building and enrichment opportunities in the United States and abroad, support for research and related travel, and a top-of-the-line laptop computer.

The University Scholars Program. The University Scholars Program is an interdisciplinary, intergenerational community of undergraduate, graduate, and professional school scholars. Undergraduate University Scholars are exceptional students who have also demonstrated, through official financial-aid applications, that they need scholarship support to achieve their academic ambitions. Undergraduate University Scholars receive a full-tuition scholarship, assistance for additional demonstrated need, and support for a summer abroad or research project. There is no separate application; interested Duke applicants are urged to file all financial-aid forms as early as possible.

W. N. Reynolds Memorial Scholarships. Recipients of these awards are students with outstanding ability and/or need who show promise of constructive leadership. In considering candidates for the awards, consideration will be given in the following order: (1) children of employees of R. J. Reynolds Tobacco Company or any of its affiliates or subsidiaries; (2) children of families residing in Forsyth County, North Carolina; and (3) other candidates who are residents or natives of North Carolina. There are a number of awards available for each freshman class with a minimum value of $500.

Lionel Hampton Scholarship. This award of $500 (not renewable) is given to an incoming freshman who demonstrates high proficiency in a musical instrument and strong potential in jazz performance.

United Methodist Scholarships. A number of United Methodist Scholarships are available on a basis of demonstrated need to Methodist students who have given evidence of leadership in their local Methodist Youth Fellowship groups.

Alice M. Baldwin Scholarships. One or more of these scholarships, varying in amount from $500 to $2,500, are awarded to women who are rising seniors in Trinity College of Arts and Sciences on the basis of scholarship, character, leadership, and need.

Panhellenic Scholarship. A scholarship of approximately $1,000 is awarded to an upperclass woman in Trinity College of Arts and Sciences on the basis of scholarship, character, leadership, service, and need.

J. A. Jones Memorial Scholarships. These scholarships, sponsored through the Jones Fund for Engineering, are awarded to engineering students whose outstanding academic and personal qualifications suggest that they will become leaders in a technological society. The awards may be up to $8,000 based on merit criteria set by the School of Engineering and financial need.

Robert H. Pinnix Scholarships. The Robert H. Pinnix Scholarships are awarded annually to two upperclassmen enrolled in the Pratt School of Engineering. The award is based upon demonstrated ability, excellence in engineering, and financial need.

Richard Miles Thompson Scholarships. The Richard Miles Thompson Scholarships are awarded annually to two upperclass students enrolled in the Pratt School of Engineering. The awards are based upon academic merit and demonstrated financial need.

The Mary Duke Biddle Scholarship in Music Composition. This scholarship with a stipend of up to $3,500 per year is available to a member of each entering class. It is renewable annually as long as the student meets the required standards for renewal. Students wishing to apply for this award will be required to submit examples of their composition. Eligibility is limited to students planning to major in music.
The William O'Connor Memorial Scholarship. This music scholarship of up to $2,500, established by the Mary Duke Biddle Foundation in honor of William O’Connor and in appreciation for his many years of service to the foundation, is awarded to student of a string instrument or organ.

The A. J. Fletcher Scholarship. This music scholarship of $7,500 is offered annually to an entering first-year student on a competitive basis who can demonstrate, by tape or audition talent and achievement in instrumental or vocal performance, or in the case of composition, a representative portfolio. Recipients are requested to declare a major in music and to participate in a departmental ensemble every semester. It is renewable for four years as long as the student meets the required standard for renewal.

Air Force ROTC College Scholarship Program. Students can apply for three-year scholarships during their freshman year and two-year scholarships during their sophomore year. Scholarships are available to qualified students who major in most fields, primarily scientific or engineering. The scholarships range from $15,000 up to full tuition, fees, and textbook reimbursement, and a monthly tax-free allotment.

Army ROTC Scholarship Program. All freshman and sophomore students are eligible to apply for Army ROTC scholarships equal to full tuition. Awarded without regard to academic major, these grants pay a portion of tuition, fees, and textbook/equipment allowance of $600 in addition to providing a tax-free monthly stipend of $250-400 per month for 10 months. Non-scholarship Advanced Course cadets also receive the $250-400 monthly stipend. Commissioned service, following graduation, can be either on active duty or with the reserve forces as determined by the Secretary of the Army. High school seniors must apply not later than November 1 of their senior year. Current Duke students can apply during the spring semester. Additional information concerning Army ROTC scholarships is available from the professor of military science.

Navy ROTC College Scholarship Program. This program provides for up to four years’ tuition and textbooks, laboratory fees, and a monthly stipend. These scholarships, based upon academic achievement, leadership potential, and overall performance, can be awarded at any stage of the student’s college career through either a nationwide selection process or by the professor of naval science at the university. In addition, two other two-year scholarships are available to rising juniors: one leads to a career in nuclear power, and the other follows a summer attendance at the Naval Science Institute at Newport, Rhode Island. For further information on any of the above scholarship programs, contact the professor of naval science, (919) 660-3700.

Reginaldo Howard Scholarships. These scholarships, awarded annually to freshman African-American students, are provided to honor the late Reggie Howard, first black president of the student government. Five scholarships equal to full tuition are awarded each year. Scholarships are available for the four years of undergraduate study as long as the student maintains the academic average specified for renewal.

The Anne McDougall Memorial Award. The Anne McDougall Memorial Award for Women is awarded each year to one woman student studying psychology or a related field. Administered through women’s studies, this $1,000 award is intended to provide encouragement and support for women who wish to pursue academic study and continue in the area of human service.

The Janet B. Chiang Memorial Scholarship Fund. This fund was created by the family and friends of Janet B. Chiang. An award is made annually to a student who has demonstrated strong leadership qualities and a strong interest in his or her Asian cultural heritage.

Emma A. Sheafer Drama Scholarships. These scholarships are awarded to talented prospective drama students who wish to pursue academic study and continue in the area of human service. Students should apply to the director of the program.

The Steven and Toby Korman Drama Scholarships. The scholarship shall be awarded annually to a student(s) with demonstrated need who has demonstrated exceptional talent and ability in the field. Awards range from $1,000 to $5,000. Interested students should apply to the director of the program.

Kohler Scholarships in Drama. Several awards each year ranging from $250 to $1,000 are given to needy students active in the Drama Program. Interested students should apply to the director of the program.

The Beth Gotham Semans Drama Scholarships. These awards are made annually to currently enrolled undergraduate students who have been and continue to be active in drama, with preference given to African American and other minority students. Applicants need not be drama majors but must have demonstrated need and demonstrate significant involvement in dramatic activities. Awards range from $1,000 to $2,500; decisions are made by a special committee appointed by the Drama Program.

Dasha Epstein Scholarship in Playwriting. This scholarship is awarded to students interested in playwriting. The recipient of this award is chosen by a faculty committee from among applicants to Duke who
qualify for financial aid.

The Roger Alan Opel Memorial Scholarship. A grant is awarded annually to a Duke student who will spend a year of undergraduate study at a British university. The student is selected on the basis of intellectual curiosity, academic ability, and financial need. The award was established by the parents of Roger Alan Opel, a senior at Duke University who was killed in November, 1971.

Alumni Endowed Scholarships. Three $10,000 per year Alumni Endowed Undergraduate Scholarships are awarded to needy students who demonstrate superior academic ability and leadership potential. These awards are renewable annually for those meeting the stated requirements. Although not restrictive, preference is given to children of alumni.

Scholarships for Carolina Residents

The Benjamin N. Duke Leadership Award. As part of the Benjamin N. Duke Scholarship Fund, these awards recognize and encourage leadership potential and community involvement of students from North and South Carolina. Ten scholarships, valued at full tuition, are awarded annually.

Trinity Scholarships. Awarded to North Carolinians of exceptional ability, these scholarships are named to honor the fact that Duke University was originally named Trinity College. Trinity scholarships provide each winner an award equal to the value of tuition, fees, room, board, and the cost of a summer program.

Carolinian Honors Scholarships. Carolinian Honors Scholarships, worth $5,000 each, are awarded each year to fifteen outstanding students from North or South Carolina who demonstrate financial need. The scholarships are applied toward the loan and work-study portion of the financial aid package and are renewable for four years.

North Carolina Math Contest. Upon enrolling at Duke, the top student finishing in the top ten in the North Carolina Math Contest taken as a high school senior is eligible to receive a scholarship equal to the amount of tuition. This scholarship is available for each of the four years of undergraduate enrollment as long as the student maintains the specified average. Winners must have applied to and been accepted by Duke University.

The Perry Family Scholarship. Awarded to students from Winston-Salem and the Forsyth County area, this scholarship, valued at $5,000, is awarded every other year. Recipients of the scholarship will be required to demonstrate high academic achievement as well as leadership and/or involvement in extracurricular activities. The scholarship is available for four years if the student meets the specified academic requirements.

J. Welch Harris Scholarships. Recipients of these scholarships will receive up to demonstrated need levels based on merit criteria. These awards are made to entering freshmen who have achieved outstanding academic records. They are renewable each year as long as the student maintains the required average. Consideration will be given in the following order: (1) students from High Point, North Carolina; (2) students from Guilford County, North Carolina; and (3) students from North Carolina. (Recipients are chosen by the Office of Undergraduate Admissions at the time of application.)

Alyse Smith Cooper Scholarships. Each year scholarships of various amounts are awarded to students demonstrating both merit and need. Preference is given to students from Alamance County, North Carolina.

Braxton Craven Endowed Scholarships. Recipients of these scholarships will receive an amount equal to the current tuition at Duke. Braxton Craven scholars will be chosen on the basis of outstanding academic and extracurricular achievement and need. First preference is given to students from North Carolina. The scholarships are renewable, provided that the recipient complies with the specified academic requirements.

The John M. and Sally V. Blalock Beard Scholarship. These scholarships are awarded annually to outstanding students from the Wake County area of North Carolina who major in English or the history of the United States. These awards are based on financial need, scholarship, character, and academic achievement.

North Carolina Legislative Tuition Grant. The North Carolina General Assembly has established a program of tuition grants available to North Carolina residents who are full-time students at private colleges and universities in the state of North Carolina. The grant for each eligible student is approximately $1,700 per year. Applications will be mailed to all eligible students during the summer. In the case of a need-based financial aid recipient, this grant reduces a student’s tuition and therefore his budget. All qualified need-based aid recipients are required to apply for this grant.

State Contractual Scholarships for Needy North Carolinians. Funds provided by the state of North Carolina through the Legislative Grant Program are distributed to needy North Carolinians qualifying for the State Contractual Scholarship Program. Application is made through the College Scholarship Service’s PROFILE.
Loans. The loan programs which are available to students through Duke University are listed below:

**Federal Perkins Loan.** Loan funds supplied by the federal government and Duke University through Part E of Title IV of the Higher Education Act of 1965 are available to qualified students. Repayment of loans under this act normally begins six months after the student has graduated or leaves college, with complete payment scheduled within a ten-year period. Interest accrues at the rate of 5 percent annually, commencing six months after the borrower ceases to be at least a half-time student at an institution of higher education. This loan is part of the student's financial aid award.

**Federal Stafford Student Loan Program.** Loans under the Federal Stafford Student Loan program are available from banks or other incorporated state lending agencies. Duke University can arrange an alternate lender for students who are unable to obtain these loans through their home state agencies or local banks. Need as established by the federal government's formula will be considered in the university's decision regarding applications. The annual limit on a loan, which has a variable interest rate that is capped at 8.25 percent, is $2,625 for freshmen, $3,500 for sophomores, and $5,500 for juniors and seniors. Repayment begins six months after the student leaves school.

Students may apply for Stafford loan funds by submitting a loan application directly to the External Loan Aid Office. In addition, loan applicants must submit the Free Application for Federal Student Aid to the federal processor. Additional information about this loan program may be obtained from the Undergraduate Financial Aid Office.

**Federal Parents' Loan for Undergraduate Students Program.** Parents may borrow up to the cost of education less financial aid through the Federal Parent Loan for Undergraduate Students (PLUS) program. Repayment of these loans begins sixty days after loan disbursement. Interest is based upon treasury bill rates but will be no higher than 9 percent and begins to accrue at the point repayment begins. Interested parents should contact their home state lending agency or the financial aid office.

**Federal Unsubsidized Stafford Loan Program.** All undergraduate students, regardless of need, are eligible to borrow an Unsubsidized Stafford Loan. The loan limits and the interest rate are the same as for the subsidized Stafford Loan described above. Although repayment of the principal begins six months after the student leaves school, interest payments begin 45 days after the first disbursement of the loan.

**Duke Signature Select Loan** is an alternative educational loan program developed specifically to help students meet the costs of higher education. Students with a credit worthy co-signer may borrow up to $15,000. Principal and interest payments can be deferred until after the completion of the borrower's education. For more information consult the External Loan Office.

**Excel Loans.** “Excel” is a supplemental educational loan program developed specifically to help families meet the costs of higher education. Credit-worthy families, regardless of income, may be eligible to borrow through this program. Annual loan amounts range from $2,000 to the cost of education less financial aid. The interest rate is variable, and Share offers several repayment options. For information call 1-800-EDU-LOAN.

**Tuition Plans.** Many families finance a college education with the assistance of an insured tuition payment plan regardless of whether they receive financial assistance from Duke. The university is pleased to offer a twelve-month payment plan through Tuition Management Systems. More information can be obtained from the bursar’s office.

**Employment.** Most financial aid recipients are offered a job as part of their aid package. The money is paid directly to the student. The Office of Undergraduate Financial Aid maintains part-time employment listings for the campus and Durham area. All students interested in working during the school year should review the jobs listing in the career counseling section of the Duke Home Page (www.duke.edu). Every effort will be made to help students find jobs consistent with their interests.

Duke University also expects that students receiving financial aid will work during the summer. In the year before entering college, a freshman should save a minimum of $1,900 for use during the first year of college. In subsequent years, minimum student earnings will be $2,200 for sophomores, $2,300 for juniors, and $2,400 for seniors. These figures are viewed as estimates and are revised consistent with actual earnings.

Duke University offers subsidized employment opportunities to many students not qualifying for need-based financial aid. Interested students should submit the appropriate aid applications.
Courses and Academic Programs
Definition of Terms

The following portion of this bulletin, arranged alphabetically, includes courses of academic departments, programs, sections, and institutes, as well as categories of courses. Details are provided in the individual entries, which indicate whether a major, a minor, and/or a certificate is available in that particular field. (A certificate, offered in some programs, is not a substitute for a major but is a supplement, confirming that a student has satisfied the requirements of that program.)

Courses taught in recent years or scheduled for 2004-2005 are included in this chapter with full descriptions. Additional courses, which were offered prior to 2001-2002 and are likely to be taught in the future, are listed separately by number and title only under the heading Courses Currently Unscheduled. For courses that will be offered in 2004-2005, consult the Schedule of Courses.

Introductory level courses are numbered below 100; advanced level courses are numbered 100 and above. Courses numbered 1 through 49 are primarily for first-year students; courses numbered from 200 through 299 are primarily for seniors and graduate students. (See the section on course load and eligibility in the chapter “Academic Procedures and Information.”) Special Topics courses may be repeated (if the subtitles of the courses are different), subject to any limitation set forth in the course description in this bulletin.

The following symbols, suffixed to course numbers, identify small classes: S, seminar; P, preceptorial; T, tutorial; D, discussion section (for a larger class). The L suffix indicates that the course includes laboratory experience. C-L: denotes a course that is cross-listed or a program under which a course is also listed.

Curriculum codes appear at the end of course titles. An explanation of the curriculum codes follows:

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)
- Research (R)
- Writing (W)

Additional codes applicable to the curriculum in effect between May 2000 and 2004:
- Mathematics (M)
- Quantitative, Inductive, and Deductive Reasoning (QID)

Trinity College of Arts and Sciences

Professor Thompson, Dean of Trinity College and Vice Provost for Undergraduate Education; Senior Associate Dean for Administration Wilson; Associate Deans Bryant, Gilbert, Keul, Nijhout, Singer, and Wittig; Assistant Deans Lattimore and Riley
Aerospace Studies– Air Force ROTC (AEROSCI)

Professor Menzie, Colonel, USAF, Chair; Visiting Assistant Professor Mostek, Captain, USAF, Director of Undergraduate Studies; Visiting Assistant Professor Cody, Captain, USAF, Commandant of Cadets

Eligibility Requirements. All freshmen and sophomores, men and women, are eligible to enroll in the General Military Course in the Air Force Reserve Officer Training Corps. For enrollment in the Professional Officer Course, the student must have completed successfully either the General Military Course and a four-week field training encampment or a longer field training encampment; must execute a written agreement with the government to complete the Professional Officer Course; must be sworn into the enlisted reserve; and must agree to accept a commission in the U.S. Air Force upon graduation. Students in the General Military Course and Professional Officer Course are required to attend two hours of leadership laboratory each week. All courses, except 2L, are open to all other students with consent of instructor.

General Military Courses

First Year
1. Foundations of the United States Air Force. A survey course designed to introduce students to the United States Air Force and Air Force Reserve Officer Training Corps. Topics include: mission and organization of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. Leadership Laboratory mandatory for AFROTC cadets. (May not be counted to satisfy graduation requirements.) Instructor: Mostek. Half course.
2L. Leadership Laboratory. Instruction in drill and ceremonies, wearing the uniform, giving commands, and other leadership activities. Mandatory for all Air Force ROTC cadets. Must be repeated each semester. Pass/fail grading only. Instructor: Cody.

Second Year
51. The Evolution of US Air and Space Power. STS A survey course designed to examine the general elements and employment of air and space power, from an institutional doctrinal and historical perspective. From the first balloons and dirigibles to the space-age global positioning systems of the Persian Gulf War. Historical examples to demonstrate the evolution of what has become today’s USAF air and space power. Air Force Core Values and communications skills. Leadership Laboratory mandatory for AFROTC cadets. (May not be counted to satisfy graduation requirements.) Instructor: Mostek. Half course.

Professional Officer Courses

All students selected to continue in Aerospace Studies must pursue the following courses.

Third Year
105S. Air Force Leadership and Management. EI Leadership and management fundamentals, professional knowledge, Air Force doctrine, leadership ethics, and communication skills required of an Air Force junior officer. Training philosophy, counseling/feedback, leadership vs. management, leadership principles and perspectives, effective delegation, and written and verbal communication skills. Laboratory required for AFROTC cadets. Instructor: Cody. One course.
106S. Air Force Leadership and Management. EI Continuation of Aerospace Studies 105S. Principle centered/situational leadership, case studies of different leadership styles, ethical behavior, effective management tools to evaluate and improve processes, building and refining written and verbal communication skills from 105S. Laboratory required for AFROTC cadets. Instructor: Cody. One course.
Fourth Year

205S. Defense Studies. EI The national security process, regional studies, advanced leadership ethics, and Air Force doctrine. The military as a profession and current issues affecting military professionalism. American tradition in foreign policy, cold war challenges, the relationship with the president and Congress, the chain of command, national security issues, and advanced level briefings and papers. Leadership Laboratory mandatory for AFROTC cadets. Instructor: Menzie. One course.

206S. Defense Studies. EI Continuation of Aerospace Studies 205S. Officership, ethics, military law, Air Force issues, roles and missions, Air Force and joint doctrines, preparation for active duty, and refining communications skills from 205S. Leadership Laboratory mandatory for AFROTC cadets. Instructor: Menzie. One course.

COURSES CURRENTLY UN SCHEDULED

49S. First-Year Seminar

African and African American Studies (AAAS)

Professor Payne, Director; Research Associate McKinney, Director of Undergraduate Studies; Professors H. Baker, Darity, Holloway, McClain, and Powell; Associate Professors L. Baker, Lubiano, Piot, and Wallace; Assistant Professors Glymph and Holsey; Research Professor Pierce-Baker

A major or a minor is available in this program.

The program in African and African American Studies provides students with an interdisciplinary approach to the field, within which they may focus on Africa or the Americas. The program encourages study abroad in Africa, available through the Office of Study Abroad.

The African and African American Studies courses are listed below. (Full descriptions of cross-listed courses may be found in the bulletin course listings of the particular department or program cited in the cross-listing, for example, Music 74.) In addition, Arabic language courses are taught in the Asian and African Languages and Literature Program, and other relevant language courses in the Department of Romance Studies.

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.


70. Topics on the Third World and the West. CCI, CZ One course. C-L: see History 75; also C-L: Comparative Area Studies, Latin American Studies, Marxism and Society

71. Topics on the Third World and the West. CCI, CZ One course. C-L: see History 76; also C-L: Comparative Area Studies, Latin American Studies, Marxism and Society

74. Introduction to Jazz. ALP, CCI One course. C-L: see Music 74

99. Special Topics. Topics vary from semester to semester. Instructor: Staff. One course.


101. Film and the African Diaspora. ALP, CCI, SS Theories and issues of representation and practice, with specific attention to culture, nation, and gender in contemporary and historic black films and filmmakers of Africa and the Diaspora. Instructors: Lubiano. One course. C-L: Film/ Video/ Digital


105S. FOCUS Program Seminars. Topics vary semester to semester. Open only to students in the FOCUS Program. Instructor: Staff. One course.
106A. Introduction to African and African American Studies. CCI, CZ, SS A range of disciplinary perspectives on key topics in African American Studies: slavery and abolitionism, theories of race and racism, gender and race, the era of Jim Crow, cultural expressions, political and intellectual thought, African American freedom struggles from the seventeenth through the twentieth centuries, and race and public policy. Instructor: Staff. One course.

106B. Introduction to African and African American Studies. CCI, CZ, W Same as 106A, except writing across discipline course. Not open to students who have taken African and African American Studies 106 or 106A. Instructor: Staff. One course.


110A. West African Rootholds in Dance. ALP, CCI One course. C-L: see Dance 110A; also C-L: Asian & African Languages and Literature Studies 110A, Cultural Anthropology 129A, Religion 161A


113B. Europe's Colonial Encounter, 1492-1992. CCI, CZ, EI One course. C-L: see History 113B

115B. History of Africa from Antiquity to the Present. CCI, CZ, SS One course. C-L: see History 115B; also C-L: Comparative Area Studies, Women's Studies


121. Introduction to Asian and African Literature. ALP, CCI One course. C-L: see Asian & African Languages and Literature Studies 121; also C-L: Literature 165C, Comparative Area Studies

122. Culture and Politics in Africa. CCI, CZ, SS Explores the politics, history and culture of societies and nation-states across the continent while also critiquing Euroamerican discourses, images, and theories about Africa and Africans. Readings consist of not only anthropological texts- some classic, and some experimental and off-beat- but also media accounts, novels and historical texts. Instructor: Piot. One course. C-L: Cultural Anthropology 122, Comparative Area Studies, Marxism and Society

124S. Slave Society in Colonial Anglo-America: The West Indies, South Carolina, and Virginia. CCI, CZ, R One course. C-L: see History 124S; also C-L: Comparative Area Studies

126S. The Press and the Public Interest. SS One course. C-L: see Public Policy Studies 127S; also C-L: Policy Journalism and Media Studies

127A. The Caribbean, 1492-1700. CCI, CZ One course. C-L: see History 127A; also C-L: Comparative Area Studies, Latin American Studies

127B. The Caribbean in the Eighteenth Century. CCI, CZ One course. C-L: see History 127B; also C-L: Comparative Area Studies, Latin American Studies

129. Culture and Politics in the Caribbean. CCI, CZ, SS One course. C-L: see Cultural Anthropology 129; also C-L: Women's Studies 114, Latin American Studies

132. Black Popular Culture. CCI, CZ The production and circulation of African American popular cultural forms including, but not limited to, popular literature, music, film, television, and art in the twentieth century. The ways in which African American popular culture may reflect the particular values and ethos of African Americans and the larger American society. Topics may include black cinema, blues and
jazz music, black nationalism, hip hop, black social movements, blacks and sports culture, popular dance, and the cultural history of black style. Instructor: Lubiano, Wallace, and staff. One course.

134. Psychology of Ethnicity and Context. CCI, SS One course. C-L: see Psychology 133


136. Black Intellectual History. ALP, CCI, CZ An examination, within the context of Western ideas of intellectualism and intellectual history, of the way that black intellectualism manifest itself in the United States and the Caribbean, taking as its object for inquiry social relations and problems. Instructor: Lubiano. One course. C-L: Literature 163A

137. African American Women and History. CCI, CZ The history of African American women in the United States. The production of discourses of gender, race, and class discrimination that evolved specifically to confront the presence of African American women first as slaves and later as freewomen. The ways in which prevalent ideas about race, race relations, and gender coalesced around images of the African American women and African American women's struggles to assert independent identities. Multidisciplinary readings. Instructor: Glymph. One course.

138S. Francophone Literature. ALP, CCI, FL One course. C-L: see French 168S; also C-L: Asian & African Languages and Literature Studies 168S, Canadian Studies, Comparative Area Studies, Latin American Studies

141S. Special Topics in Jazz. ALP Also taught as Music 141S. Prerequisite: Music 74 or consent of instructor. Instructor: Staff. One course.

142. African American Music in the Twentieth Century. ALP, CCI One course. C-L: see Music 142

145A. African American History. CCI, CZ One course. C-L: see History 145A; also C-L: Documentary Studies

145B. African American History. CCI, CZ One course. C-L: see History 145B; also C-L: Documentary Studies

147. Urban Education. CCI, SS An interdisciplinary examination of contemporary educational problems in American cities, with particular attention to race and class, and the formation of public policy for urban schools and school reform. Instructor: Payne. One course. C-L: Education 147, Sociology 136

149. Introduction to Racial and Ethnic Minorities in American Politics. CCI, SS One course. C-L: see Political Science 141

149D. Introduction to Racial and Ethnic Minorities in American Politics. CCI, SS One course. C-L: see Political Science 141D

150. Religions of the African Diaspora. CCI, CZ, SS Diasporic religious expression and practice, from Africa to the Americas. Special attention to the relationship between religion and history, both during slavery and beyond, as well as to the social, gendered, aesthetic, and more strictly religious forces that lie at the heart of Black diasporic religious expression. Instructor: Staff. One course. C-L: Cultural Anthropology 150, Religion 160, Comparative Area Studies

151. Islamic Mysticism: Arabic (Western) Tradition. CCI, CZ, EI One course. C-L: see Religion 152A; also C-L: Medieval and Renaissance Studies 153A, Comparative Area Studies
154. Art and Philosophy from West Africa to the Black Americas. ALP, CCI, CZ, R One course. C-L: see Art History 174; also C-L: Comparative Area Studies

156. The Blues Aesthetic: African American Art and Artists of the Twentieth Century. ALP, CCI, CZ, R One course. C-L: see Art History 176

157. Art, Architecture, and Masquerade in Africa. ALP, CCI, CZ, R One course. C-L: see Art History 173; also C-L: Comparative Area Studies

162AS. Social Facts and Narrative Representations. ALP One course. C-L: see Literature 162AS

163. The Civil Rights Movement. CCI, CZ, EI, SS One course. C-L: see History 163E

168S. The Atlantic Slave Trade. CCI, CZ, R One course. C-L: see History 168BS; also C-L: Comparative Area Studies, Latin American Studies

170. Afro-Brazilian Culture and History. CCI, CZ, R One course. C-L: see History 170C; also C-L: Latin American Studies

171. From Apartheid to Democracy in South Africa. CCI, EI, SS One course. C-L: see Political Science 171; also C-L: Comparative Area Studies

173. African American Literature. ALP, CCI, R One course. C-L: see English 164A

174. African American Literature. ALP One course. C-L: see English 164B

175S. The Southern Plantation as Historical Laboratory: Odyssey in Black and White, 1770-1970. CCI, CZ, W One course. C-L: see History 175S

177S. Race and Equity. SS One course. C-L: see Public Policy Studies 173S; also C-L: Policy Journalism and Media Studies

178. African American Intellectual History, Twentieth Century. CCI, CZ, W One course. C-L: see Cultural Anthropology 175; also C-L: History 1768

179. Separation and Inclusion. SS One course. C-L: see Public Policy Studies 174; also C-L: Policy Journalism and Media Studies


182. A-F. African American Literary Genre. ALP, CCI, R One course. C-L: see English 166

190. Independent Study. Individual research and reading in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open to juniors and seniors. Consent of both instructor and director of undergraduate studies required. Instructor: Staff. One course.

191. Independent Study. See African and African American Studies 190. Consent of both instructor and director of undergraduate studies required. Instructor: Staff. One course.


194A. Distinction Program Sequence. Research for the development of thesis. Open only to senior majors. Consent of both instructor and director of undergraduate studies. Instructor: Staff. One course.

194B. Distinction Program Sequence. Continuation of African and African American Studies 194A. Open only to senior majors. Consent of both instructor and director of undergraduate studies. Instructor: Staff. One course.

198S. Senior Seminar. Open to seniors majoring in African and African American Studies and to others with consent of instructor. Instructors: Staff. One course.
199. Special Topics. Topics vary from semester to semester. Instructor: Staff. One course.

199S. Special Topics. Seminar version of African and African American Studies 199. Topics vary from semester to semester. Instructor: Staff. One course.

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

209S. Race, Class, and Gender in Modern British History. CCI, CZ, El One course. C-L: see History 209S

221S. Ethnicity, Culture, and Family Processes. CCI, R, SS One course. C-L: see Psychology 221S

235S. The Antebellum South. CCI, CZ One course. C-L: see History 235S

269S. Harlem Renaissance. ALP, CCI, CZ, R One course. C-L: see Art History 269S

270S. Topics in African Art. ALP, CZ One course. C-L: see Art History 270S; also C-L: Comparative Area Studies

273S. Public Policy and African American Life. CCI, SS One course. C-L: see Public Policy Studies 273S

278S. Race and American Politics. CCI, SS One course. C-L: see Political Science 278S; also C-L: Public Policy Studies 278S

279S. Race, Racism, and Democracy. CCI, SS, W One course. C-L: see Cultural Anthropology 279S

299. Special Topics. Topics vary from semester to semester. Instructor: Staff. One course.


COURSES CURRENTLY UNSCHEDULED

114S. Islam in West Africa. CCI, CZ

115A. History of Africa: From Antiquity to Early Modern Times. CCI, CZ

117. Black Women and the Civil Rights Movement. CCI, SS

120. Egyptian Art and Archaeology. ALP, CCI, CZ

123. Modernity, Ethnicity, and Colonization. ALP, CCI, CZ

133. History of African American Social Dance Forms of the Twentieth Century. ALP, CCI, W

140. Jazz Saxophone Innovators. ALP, CCI

148A. Introduction to Urban Politics. EI, SS

148B. Urban Poverty and the Urban Underclass. (QID) CCI, SS

152. African American Religion and Identity. CCI, CZ, EI

160. Women in Islam: Fact and Fiction. CCI, CZ, R

161S. Economics of Slavery in the American South. SS

169S. African American Drama. ALP, CCI

195S. Fugitive Slave (Maroon) Communities in New World Slave Societies. CCI, CZ

196S. Issues in the History of Tropical Africa. CCI, SS

197S. The Destruction and Aftermath of Slavery in the Americas: A Comparative Perspective. CCI, CZ

216S. Gender, Race, and Class. SS

241. Classical Islamic Theology and Ethics. CZ, EI

254. Justice, Law, and Commerce in Islam. CZ, EI

255. Anthropology as Public Discourse. EI, SS
THE MAJOR
The major requires ten courses, eight of which must be at the level of 100 or above. Students may choose one of the two following options.

A. The Americas Focus

**Major Requirements:**
2. Three courses focusing upon the Americas, one course in each of the following areas:
   - a. Arts or Literature
   - b. History
   - c. Social, Religious, Economic, or Political Institutions/Processes.
3. African and African American Studies 198S (Senior Seminar).
4. Four additional African and African American Studies courses.

B. Africa Focus

**Major Requirements:**
2. Three courses focusing upon Africa, one course in each of the following areas:
   - a. Arts or Literature
   - b. History
   - c. Social, Religious, Economic, or Political Institutions/Processes.
3. African and African American Studies 198S (Senior Seminar).
4. Four additional African and African American Studies courses.

THE MINOR
The minor requires five courses, one of which must be African and African American Studies 106, and four of which must be at the level of 100 or above. Courses must be selected in each of the following areas:

- a. Arts or Literature
- b. History
- c. Social, Religious, Economic, or Political Institutions/Processes.

N.B. Both program foci (Africa and the Americas) must be represented in the four-course selection.

Departmental Graduation with Distinction
The program offers work leading to Graduation with Distinction. See the section on honors in this bulletin and contact the program director.

Foreign Languages
The program recommends that majors complete at least two years of college-level study, or equivalent, of a foreign language. Students interested in additional study of African or Diaspora cultures are strongly encouraged to study an African or Caribbean language.

Animal Behavior
For courses in animal behavior, see Biology.
Anthropology

See the Department of Biological Anthropology and Anatomy and the Department of Cultural Anthropology for information about those majors.

Arabic

For courses in Arabic, see Asian and African Languages and Literature.

Art and Art History (ARTSVIS/ARTHIST)

Professor Leighten, Chair; Associate Professor Antliff, Director of Undergraduate Studies; Professors Bruzelius, McWilliam, Powell, and Wharton; Associate Professors Abe, Stiles, and Van Miegroet; Assistant Professors Dillon and Weisenfeld; Associate Professors of the Practice Noland, Rankin, and Shatzman; Assistant Professor of the Practice Balkina; Adjunct Professor Rorschach; Adjunct Associate Professor Schroth; Adjunct Assistant Professor Schroder; Professor Emeritus Markman

Majors and minors in art history and visual arts are available in this department.

HISTORY OF ART (ARTHIST)

Art history is the study of works of art in the context of the broader social, political, and intellectual cultures of which they are a part. Studying art history develops the ability to evaluate and organize information, visual as well as verbal; it also enhances the faculties of creative imagination, precise observation, clear expression, and critical judgment. Students of art history acquire a sophisticated understanding of the theory and practice of artistic production and reception.

A major or second major in art history provides basic training for those interested in teaching, museum and gallery work, art publishing, and advertising; the major also furnishes an appropriate background for graduate training in architecture. Art history's emphasis upon careful observation, the ordering of diverse sorts of information, expository writing, and scholarly research makes it a good general preparation for any profession.

20. Basic Art History. Credit for Advanced Placement on the basis of the College Board examination in art history. Does not count toward the major in art history or design. One course.

49S. First-Year Seminar. ALP, CZ, R Topics vary each semester offered. Instructor: Staff. One course.

52. FOCUS Program Topics in Art History. ALP, CZ Open only to students in the FOCUS Program. Instructor: Staff. One course.

60. Duke-Administered Study Abroad: Special Topics in Art History. ALP, CZ Topics differ by section. Instructor: Staff. One course.

69. Introduction to the History of Art. ALP, CCI, CZ The history of western architecture, sculpture, and painting in a cultural context from prehistory to the Renaissance (c. 1400). Instructor: Staff. One course.

69D. Introduction to the History of Art. ALP, CCI, CZ Same as Art History 69, except instruction provided in two lectures and one small discussion meeting each week. Instructor: Staff. One course.

70. Introduction to the History of Art. ALP, CCI, CZ Continuation of Art History 69. From the Renaissance to the present. Instructor: Staff. One course.

70D. Introduction to the History of Art. ALP, CCI, CZ Same as Art History 70 except instruction provided in two lectures and one small discussion meeting each week. Instructor: Staff. One course.

71. Introduction to Asian Art. ALP, CCI, CZ The visual arts of Asia, primarily Chinese and Japanese sculpture, painting, and architecture: selected works in their historical context; the multiple ways in which the works have been understood in the past as well
as the present. A range of art historical approaches and methods. Instructor: Abe or Weisenfeld. One course. C-L: Comparative Area Studies

97. Visual Culture Outside the United States, I. ALP, CZ Course in the visual arts and/or architecture taught in Duke programs abroad. Instructor: Staff. One course.

98. Visual Culture Outside the United States, II. ALP, CZ See Art History 97. Instructor: Staff. One course.

101S. FOCUS Program–Topics in Art History. ALP Open only to students in the FOCUS Program. Instructor: Staff. One course.

102S. Contemporary Art and Culture in New York. ALP, CZ Offered in the Leadership and the Arts Program in New York. Instructor: Staff. One course.

104. The Art and Architecture of Roman Spectacle. ALP, CCI, CZ Gladiatorial games, wild beast hunts, elaborately-staged executions of condemned criminals, and chariot racing as some of the most popular forms of public entertainment in the Roman world. The ritual of these entertainments and spectacles, the circumstances of and occasions for their performance, and the form and elaboration of the venues—the amphitheater, the circus, the theater, and the stadium—in which they took place. Visual and literary representations of these spectacles. Instructor: Dillon. One course. C-L: Classical Studies

106. Hellenistic Architecture. ALP, CCI, CZ Survey of the major architectural traditions during the great age of Greek and Macedonian colonization, which saw important developments in urbanism and city planning. Focus on political, social, aesthetic, and technical aspects of Hellenistic architecture and the profound impact that the architectural forms of the period had on the city of Rome. Instructor: Dillon. One course. C-L: Classical Studies

107. Introduction to African Studies. ALP, CCI, CZ One course. C-L: see African and African American Studies 107; also C-L: Cultural Anthropology 136, English 180, History 115C, Political Science 174

110. Gothic Cathedrals. ALP, CCI, CZ, R Great cathedrals of Europe in England, Germany, and Italy, with a special focus on France, from roughly 1140 to 1270, and their construction, financing, and role in the fabric of medieval city life. The urban context of each city, the history of the site and its relics, and the artistic and technological developments that made the construction of these complex and large-scale structures possible. A consideration of Romanesque precedents and the origins of the various structural elements of Gothic architecture. Instructor: Bruzelius. One course. C-L: Medieval and Renaissance Studies

111. Medieval Architecture. ALP, CCI, CZ, R A survey of the origins and development of medieval church architecture from Late Antiquity to the High Middle Ages in the Mediterranean and Europe north of the Alps concentrating on the effects of the cult of relics, the inclusion of burials, the segmentation of the lay public, and different types of liturgical requirements on the shapes and spaces of religious buildings; the origins and development of fortifications and castles. Emphasis on monastic architecture and especially the buildings of the mendicant orders. Instructor: Bruzelius. One course. C-L: Medieval and Renaissance Studies

112. The Art of Medieval Southern Italy. ALP, CCI, CZ, R The art and architecture of southern Italy from the ninth through the fourteenth centuries. The wide range of cultural influences and mixtures of populations that characterized the Kingdom of Sicily and the impact of these rich and diverse importations on the art and architecture of the southern part of the peninsula. Special importance placed on the Islamic contribution to Italian art and its development under the Norman kings of Sicily. Instructor: Bruzelius. One course. C-L: Medieval and Renaissance Studies

113. Eighteenth-Century Art and Architecture. ALP, CCI, CZ The visual arts and aesthetic issues in the development of modern culture in Europe and the relationship
between artists and the public in the period of the Enlightenment. Considering all media, including painting, sculpture, prints, architecture and gardens, topics may include the rise of academies, the development of art criticism, the role of the spectator in art; the involvement of women in art and its institutions; historical and theoretical discussions of rococo and neoclassical styles; the idea of revolutions in history; Rousseau and the cult of nature; and the impact of new philosophical trends on aesthetic theory. Instructor: Staff. One course.

114. The Aegean Bronze Age. ALP, CCI, CZ One course. C-L: see Classical Studies 155

123. Greek Art and Archaeology I: Geometric to Classical. ALP, CCI, CZ One course. C-L: see Classical Studies 123

125A. Art and Archaeology of Athenian Democracy. ALP, CCI, W Sculpture and architecture of Classical Athens as visual expression of fifth-century Greek civic life. Athens as a first fully developed democracy and an important imperial power. Relationship between the architecture and sculpture of Athens and Athenian democracy and empire and how the material record of the fifth century was shaped by these important political and cultural developments. Not open to students who have taken Art History 52 Art and Archaeology of Athenian Democracy (FOCUS). Instructor: Dillon. One course. C-L: Classical Studies 126

126A. Rome: History of the City. ALP, CCI, CZ One course. C-L: see Classical Studies 145

126B. Roman Architecture. ALP, CCI, CZ Cities and major monuments of the Roman world. The architecture of Republican Italy (with reference to Hellenistic and Etruscan predecessors) and of the transition to the Empire. Public (state-sponsored) and private monuments (funerary monuments, domestic architecture). Instructor: Staff. One course. C-L: Classical Studies 144

128. Art of the Roman Empire. ALP, CCI, CZ Art in the Roman world from Augustus to Theodosius. Emphasis on portraiture, private arts, and triumphal monuments; Rome's cultural imperialism and the impact of foreign cultural traditions on the evolution of Roman art. Instructor: Staff. One course. C-L: Classical Studies 128

130. Late Antique Christian Art. ALP, CCI, CZ, W The broad cultural significance of visual and architectural forms of religious expression from the late fourth through the sixth century. Treatment of the difference between modern and ancient viewing through the study and writing of ekphrasis - description. Evaluation of primary sources as vehicles for understanding the past. Consideration of the changing political and cultural uses made of the ancient monuments by reading and writing critical assessments of the histories written about them. Instructor: Wharton. One course. C-L: Medieval and Renaissance Studies 130, Religion 130

132. Art of the Late Middle Ages. ALP, CCI, CZ, R Romanesque and Gothic art and architecture from the eleventh through the fourteenth centuries in Europe, with a special emphasis on comparative developments in Italy, France, Germany, and England. The artistic impact of monasticism, pilgrimage, the Crusades, and urbanization. The role of ecclesiastic, civic, and courtly patrons. Instructor: Bruzelius or Wharton. One course. C-L: Medieval and Renaissance Studies 131B

134. Topics in Medieval Art and Architecture. ALP, CCI, CZ Specific problems dealing with contextual and cultural issues in medieval art and architecture from c. 300 to 1400. Instructor: Staff. One course. C-L: Medieval and Renaissance Studies 131C

135A. Topics in Italian Art and Architecture. ALP, CCI, CZ Topics vary from year to year. Consent of instructor required. (Taught in Italy.) Instructor: Staff. One course.

135B. Topics in Italian Art and Architecture. ALP, CCI, CZ Topics vary from year to year. Consent of instructor required. Instructor: Staff. One course.

139. Aspects of Medieval Culture. ALP, CCI, CZ One course. C-L: see Medieval and Renaissance Studies 114; also C-L: Classical Studies 139, History 116, English 123C
140. Topics in Renaissance Art. ALP, CCI, CZ Specific problems dealing with the iconography, style, or an individual master from c. 1300 to 1600. Subject varies from year to year. Instructor: Staff. One course. C-L: Medieval and Renaissance Studies 140C

141. Fifteenth-Century Italian Art. ALP, CCI, CZ, R Painting, sculpture, and the related arts, 1400-1500. The art of the early Renaissance in its historical, social, and cultural context. Contributions of individual masters from Masaccio and Donatello to Botticelli and Mantegna. Emphasis on the art of Florence and central Italy. Instructor: Staff. One course. C-L: Medieval and Renaissance Studies 141


144B. Renaissance and Baroque Art History. ALP, CCI, CZ Introduction to the development of painting, sculpture, and architecture in Rome from the fifteenth to the early seventeenth centuries, focusing on the patronage of the Popes and Papal court. Instructor: Staff. One course.

149. Aspects of Renaissance Culture. ALP, CCI, CZ One course. C-L: see Medieval and Renaissance Studies 115; also C-L: History 148A, Italian 125, English 123E

150. Italian Baroque Architecture. ALP, CCI, CZ, R Architecture in Italy in the seventeenth and eighteenth centuries. Emphasis on the contributions of Bernini, Borromini, Cortona, Guarini, and Juvarra. The evolution of building types, both secular and religious; town planning; garden and landscape history. Special attention to the cultural, economic, and political forces that shaped the Baroque city. Instructor: Staff. One course. C-L: Medieval and Renaissance Studies 150

151. Art of Italy in the Seventeenth Century. ALP, CCI, CZ, R Painting, sculpture, and the related arts: 1580-1700. The historical, social, and cultural context of artistic production in Baroque Italy; emphasis on the contributions of Caravaggio, the Carracci, Guido Reni, Bernini, Poussin. Instructor: Staff. One course. C-L: Medieval and Renaissance Studies 151C, Comparative Area Studies

153. Netherlandish Art and Visual Culture in the Seventeenth and Eighteenth Centuries. ALP, CCI, CZ, R A contextual study of northern Netherlands art, seen through the major Dutch cities and towns where painters, such as Frans Hals and Johannes Vermeer, were at work. Rembrandt and his school; Dutch art in its historical, societal, moral, and psychological context. Instructor: Van Miegroet. One course. C-L: Medieval and Renaissance Studies 152B, Comparative Area Studies

156. French Art and Visual Culture in the Early Modern Period. ALP, CCI, CZ, R Students proficient in French will be encouraged to do some of the reading in French. C-L: Art History 156. Instructor: Van Miegroet. One course. C-L: Medieval and Renaissance Studies 157


158. History of Netherlandish Art and Visual Culture in a European Context. ALP, CCI, CZ See Art History 241. (Taught in the Netherlands.) Not open to students who have taken 241-242. Course credit contingent upon successful completion of Art History 159. Instructor: Van Miegroet. One course. C-L: Medieval and Renaissance Studies 158, Comparative Area Studies

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


163A. Writing About American Art. ALP, CZ, R, W Art historical methodology as a tool for critical inquiry and scholarly research; developing visual literacy of American art through seeing and writing. Instructor: Powell. One course.

165. Chinese Film. ALP, CCI, CZ, W Selected works of Chinese film, primarily from China, Taiwan, and Hong Kong. Film theory and technical analysis as well as social and historical context. Consideration of the international film industry and distribution system, as well as the reception of the films in the United States. Instructor: Abe. One course. C-L: Literature 112C, Comparative Area Studies


168. Experimental Art and Its Ethics since 1945. ALP, CCI, CZ, EI Major avant-garde movements of the post-World War II era covered globally, from abstract expressionist painting to multimedia interactive art, all of which concentrate on the social, political, and cultural impact of experimental art after the atomic age and in the aftermath of the Holocaust, continuing into the post-biological age of genetic engineering. Focus on the vast changes that have occurred in art and its media since 1945 and the moral and ethical roles that art plays in shaping culture and in reflecting its social exigencies. Instructor: Stiles. One course. C-L: Women's Studies 168, Literature 133B, Comparative Area Studies, Marxism and Society

169. Documentary Photography and Social Activism in the Nuclear Age. ALP, CZ, EI The role of photojournalism and documentary photographers in recording and communicating vital issues of the nuclear age including nuclear weapons testing and its effects, the environmental issues surrounding fallout and nuclear power-plant accidents, low-level waste disposal, and other human and environmental issues related to war, the technology of nuclear weapon and energy production and their cultural manifestations. Instructor: Stiles. One course. C-L: Comparative Area Studies, Documentary Studies, Film/ Video/ Digital

170. Chinese Buddhist Art. ALP, CCI, CZ, R Chinese sculpture, painting, and architecture in relation to Buddhist texts, practice, and ritual from the fourth through the ninth century C.E. Introduction to precedents in Indian and Central Asian Buddhist art. Emphasis on the relationship between Buddhist and non-Buddhist imagery. Instructor: Abe. One course. C-L: Comparative Area Studies

172. Topics: Contemporary Chinese Art/Film. ALP, CCI, CZ The visual arts of China and Japan organized around a single theme or genre such as painting, Buddhist art, or cinema. Emphasis on the study of Asian visual arts and film from the perspective of disciplines and categories of knowledge dominant in the Euro-American tradition. Instructor: Abe or Weisenfeld. One course. C-L: Comparative Area Studies

Art and Art History (ARTSVIS/ARTHIST) 129
173. Art, Architecture, and Masquerade in Africa. ALP, CCI, CZ, R
Major art forms, monuments, vernacular structures, and masking traditions in West, Central, and Southern Africa. From ancient times to the present. Instructor: Powell. One course. C-L: African and African American Studies 157, Comparative Area Studies

174. Art and Philosophy from West Africa to the Black Americas. ALP, CCI, CZ, R
A survey of several major cultural groups in West and Central Africa and their impact on the arts, religions, and philosophies of blacks in South America, the Caribbean, and the United States. Instructor: Powell. One course. C-L: African and African American Studies 154, Comparative Area Studies

176. The Blues Aesthetic: African American Art and Artists of the Twentieth Century. ALP, CCI, CZ, R
Emphasis on works derived from an Afro-United States cultural perspective. Major figures include Henry Ossawa Tanner, Aaron Douglas, Jacob Lawrence, Charles White, Elizabeth Catlett, Romare Bearden, Lois Mailou Jones, and others. Instructor: Powell. One course. C-L: African and African American Studies 156

177A. Topics in Nineteenth Century European Art. ALP, CCI, CZ
Focus on a major aspect of nineteenth century European art. Subject varies from year to year. Instructor: Staff. One course.

177B. Topics in Twentieth Century Art. ALP, CCI, CZ
Focus on a major aspect of Twentieth century European art. Subject varies from year to year. Instructor: Staff. One course.

177C. Topics in Contemporary Art. ALP, CCI, CZ
Focus on a major aspect of contemporary European art. Subject varies from year to year. Instructor: Staff. One course.

177S. 20th Century Latin American Photography. CCI, CZ, FL
One course. C-L: see Spanish 177S; also C-L: Latin American Studies

Historical moments and paralleling aesthetic innovation. Student and worker revolts, Vietnam War protests, and cultural terrorism; public and protest art examined against dominant styles of Minimal and Conceptual Art. Punk art as a response to drug culture, new conservatism, renewal of the arms race, and as a style anticipating tattoo and body piercing. The emergent dialogue between Western art institutions and former Soviet bloc artists explored in the context of the fall of the Berlin Wall. Instructor: Stiles. One course.

180B. Later Japanese Art. ALP, CCI, CZ, EI
Japanese visual culture from the end of the sixteenth century to the contemporary period encompassing the country's unification under Tokugawa rule and later emergence on the world stage through painting, sculpture, architecture, ceramics, decorative arts, photography, and print media. The relationship between artistic production and Japanese sociopolitical development seen through the critical issues of religion, region, gender, class, and nationalism. Ethical questions surrounding the establishment of the Japanese colonial empire in Asia, the Pacific War, the atomic bombings of Hiroshima and Nagasaki, the internment of Japanese-Americans in the United States, and the American Occupation of Japan. Instructor: Weisenfeld. One course. C-L: Comparative Area Studies

181A. Japanese Print Culture. ALP, CCI, CZ
Issues in Japanese print culture from the seventeenth to the twentieth century. An introduction to the rich and diverse Japanese printmaking tradition; a forum for the critical evaluation of related theoretical issues. The relationship between prints and economics, politics, technology, literature, religion, and philosophy; concerns related to gender, representation, aesthetics practice, and patronage. Instructor: Weisenfeld. One course. C-L: Comparative Area Studies

181B. Contemporary Japanese Visual Culture. ALP, CCI, CZ, W
Introduction to the art and visual culture of contemporary Japan concentrating on the postwar period, particularly 1980s to present. Performance art, installations, graphic and industrial design, photography, fashion, animation, and comics (manga). The transnational
spread of popular culture within the Asia-Pacific region and the cross-cultural exchanges between East and West; the relationship between high art and popular culture; the impact of economic globalization and consumerism on visual culture. Instructor: Weisenfeld. One course.

182. Japanese Architecture. ALP, CCI, CZ A survey of major architectural traditions of Japan. Sites ranging from prehistoric tombs and dwellings to contemporary design work of architects such as Isozaki Arata and Ando Tadao. Focus on the development of various architectural typologies: Buddhist temples, Shinto shrines, tea ceremony structures, garden design, imperial and shogunal palaces, fortified castles, modern institutional structures, and private residences. Japanese architectural practices compared with other Asian and Euro-American building traditions. Aesthetic, structural, historical, social, and religious issues considered. Instructor: Weisenfeld. One course.

183. Etruscan Art and Architecture. ALP, CCI, CZ The art of the Etruscans, inhabitants of central Italy from the ninth through the second centuries B.C. Painting, sculpture, pottery, tomb architecture, domestic architecture, and portraiture. Theories of Etruscan origins; particular emphasis on Etruria's contacts with other cultures (Greek, Roman, Anatolian) and the effects of these contacts on Etruscan artistic productions. Instructor: Staff. One course. C-L: Classical Studies 183


185. New Media in the Information Age. ALP, CZ, STS Video, multimedia installation, web-based and computer art, digitally altered photography and surveillance, interactive art, and virtual reality. Artificial intelligence and artificial life, nano and endo technology, genetic engineering, and robotics. Topics include: postbiological body; merging of science, art, and psychology; the role of global information and economy in aesthetics; and the interface between computers and the war machine. Instructor: Stiles. One course. C-L: Information Science and Information Studies

186. Feminism in Art. ALP, CCI, CZ Feminist aesthetic and theoretical discourses from the end of the nineteenth century to the present internationally. Feminist aesthetic differences in generation, place, race, class, and ethnicity. Focus on how these differences shape the form, content, and behavior of feminist art, and contributed to modernism and postmodernism. Ethical questions regarding patriarchal institutions and aesthetic practices. How feminist art provokes change in cultural systems and social relations, and how women artists have negotiated ethical and political clashes of values. Instructor: Stiles. One course. C-L: Literature 133A, Women's Studies 175

188. Topics in Early Modern Netherlandish Art and Material Culture. ALP, CCI, CZ Understudied aspects of European visual culture, with special attention to economic, social, and political history of early modern Netherlands in its relation to France, German, Spain, and the Americas. Organized around a single theme; both theme and analytical focus vary from year to year, depending on latest developments in research. Instructor: Van Miegroet. One course. C-L: Medieval and Renaissance Studies 188

189. Modern Architecture. ALP, CCI, CZ The history of European and American architecture from the eighteenth-century Neo-Classicism through Gothic Revival, Art Nouveau, and Arts and Crafts to the early twentieth century Bauhaus. Labrouste, Richardson, early Wright, and LeCorbusier among the architects considered. Not open to students who have taken Art History 189. Instructor: Wharton. One course.

189. Postmodern Architecture. ALP, CCI, CZ Background examination of the Bauhaus through Corporate International Style as a background to the Postmodern core of the course. Later Wright and LeCorbusier, Gehry, Graves, Eisenman, Disney
Imaginers among the architects and designers considered. Political, ideological, aesthetic, and technical aspects of building investigated through primary texts. Not open to students who have taken Art History 189. Instructor: Wharton. One course.

190. Berlin: Architecture, Art and the City, 1871-to the Present. ALP, CCI, CZ Development of urban Berlin from the Grunderzeit (the Boom Years) of the 1870s to the present: architecture of Imperial Berlin; the Weimar and Nazi periods; post World War II; reconstruction as a reunified city. The major architectural movements from late historicism to postmodernism. (Taught only in the Duke-in-Berlin Program.) Instructor: Neckenig. One course. C-L: Comparative Area Studies

191A. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open to qualified students in the junior year, by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

191B. Independent Study. Directed reading in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or report. Open to qualified students in the junior year, by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

192A. Research Independent Study. R See Art History 191A. Open to qualified students in the junior year, by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

192B. Independent Study. See Art History 191B. Open to qualified students in the junior year, by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

194. Maya Art and Culture. ALP, CZ The ancient Maya civilization of Mexico, Guatemala, and Belize explored through study of their material culture. Mayan religious and political iconography in conjunction with Mayan hieroglyphic writing. Approaches include those of archaeology, ethnohistory, and linguistics. Instructor: Staff. One course. C-L: Comparative Area Studies

195. Pre-Columbian Art and Culture of Andean South America. ALP, CZ The art of Peru, Bolivia, Ecuador, and Colombia from the beginnings of permanent settlements through the coming of the Spaniards (1534 A.D.), concentrating on sociopolitical and religious institutions. Instructor: Staff. One course. C-L: Comparative Area Studies

196A. Paris: A City and its Culture 1850-1930. ALP, CCI, CZ The development of Paris, from the major remodeling initiated under the Second Empire to the advent of modern style in the interwar years, focusing on the changes in architecture and planning which transformed the French capital into a model of urban modernity. The city is a physical environment that has to be understood in terms of varied populations, transport systems, economic activities, and cultural representations. The role played by visual arts in shaping the city, recording its appearance and interpreting its meanings, together with Paris's role as a environment favoring cultural production and exchange. Instructor: McWilliam. C-L: Comparative Area Studies

196B. British Art 1740-1850. ALP, CZ Painting and sculpture in Britain from Hogarth to the Pre-Raphaelites; developments in narrative painting, portraiture and history painting; funerary sculpture and the emergence of the public movement; the role of institutions and art collectors; writing on art from Hogarth and Reynolds to Hazlitt and Ruskin. Instructor: McWilliam. One course.

197. Gender and Modernism. ALP, CCI, CZ A study of art and gender politics from the late eighteenth century to the 1960s, with special attention to the interrelation of class, race, and gender, as well as definitions of the body politic. Neoclassicism, realism, impressionism, and a broad range of twentieth-century movements. Topics may include: gender and the French revolution; the 'Jew's body'; domesticity and modern
art, gay and lesbian visual culture, the primitivized prostitute, and the gendering of the lower classes. Themes and chronological focus vary from year to year. Instructor: Antliff. One course.

198. Cubism and Culture. ALP, CCI, CZ, W Development of Cubism from its origins in Paris in 1907 to the movement’s decline in the 1920’s. Cubist aesthetics is contextualized in light of the cultural politics of the period. Topics may include tradition, primitivism and anti-colonialism, anarchism and politics, approaches to college, contemporary philosophy and science, and the role of gender in Cubist aesthetics. Instructor: Antliff or Leighten. One course.

199. History of Photography, 1839 to the Present. ALP, CCI, CZ Major artists and movements in the history of the photographic medium, including visual and critical traditions inherited and manipulated by photographers, the ways photography participated in nineteenth- and twentieth-century art movements as well as documentation and social change, and critical photographic discourse throughout this period. Topics include the invention of photography, ‘Art’ photography and documentary photography in the nineteenth century, pictorialism, ‘straight’ and purist photography, photography and modernist art movements (dada, surrealism, Bauhaus, Russian avant-garde), twentieth-century documentary, and photography of the 1950s, 1960s, 1970s, 1980s, and 1990s. Instructor: Leighten. One course. C-L: Documentary Studies, Film/Video/Digital

For Seniors and Graduates

201S. Topics in Greek Art. ALP, CCI, CZ, R Specific aspects of the art or architecture in the Greek world from the late Geometric to the Hellenistic periods. Subject varies from year to year. Consent of instructor required. Instructor: Staff. One course. C-L: Classical Studies 220S

202S. Topics in Roman Art. ALP, CCI, CZ, R Selected topics in the art and architecture of late republican and imperial Rome. Subject varies from year to year. Consent of instructor required. Instructor: Staff. One course. C-L: Classical Studies 227S

203A. Student-Curated Exhibition I. Preparation and execution of an exhibition in the Duke Museum of Art by a small group of Art History majors; selection of theme and works, planning, and execution of all aspects of the exhibition including the writing of text labels and catalogue. Two semester sequence. Prerequisites: status as Art History major and consent of instructor. Instructor: Staff. One course.

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

205S. Greek Architecture. ALP, CCI, CZ, R One course. C-L: see Classical Studies 233S

206S. Roman Architecture. ALP, CCI, CZ, R One course. C-L: see Classical Studies 235S

227S. Roman Painting. ALP, CCI, CZ, R One course. C-L: see Classical Studies 236S

233S. Topics in Early Christian and Byzantine Art. ALP, CCI, CZ Specific conceptual, institutional, or formal problems in the art of the late antique world or of the east Roman Empire. Subject varies from year to year. Consent of instructor required. Instructor: Wharton. One course. C-L: Classical Studies 230S, Medieval and Renaissance Studies 233S, Religion 275S

236S. Topics in Romanesque and Gothic Art and Architecture. ALP, CCI, CZ, R Analysis of an individual topic. Subject varies from year to year. Consent of instructor required. Instructor: Bruzelius. One course. C-L: Medieval and Renaissance Studies 237S

238S. Greek Sculpture. ALP, CCI, CZ, R One course. C-L: see Classical Studies 231S

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


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

256S. Inventing the Museum: Collecting and Cultural Discourses of the Nineteenth Century. ALP, CCI, CZ, R One course. C-L: see German 256S

265S. Topics in Nineteenth-Century Art. ALP, CCI, CZ, R Focus on a major artist, movement, or trend in nineteenth-century art. Subject varies from year to year. Consent of instructor required. Instructor: Antliff or Leighten. One course.

268S. Black Visual Theory. ALP, CCI, CZ, Ei, R Approaches to studying and theorizing African diasporal arts and black subjectivity in art historiography, iconology, and criticism, with focus on slavery, emancipation, freedom, cultural nationalism, as pertaining to peoples of African descent and as manifested in visual forms. Paintings, sculptures, graphics, and media arts from the early modern period to the present; the political edicts, philosophical tracts, autobiographies, and theoretical writings of individuals similarly preoccupied with these ideas. Instructor: Powell. One course.

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

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

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

272S. Topics in Chinese Art. ALP, CCI, CZ, R Problems and issues in a specific period or genre of Chinese art. Specific focus varies from year to year. Instructor: Abe. One course. C-L: Comparative Area Studies
274S. Topics in Japanese Art. ALP, CCI, CZ, R Problems and issues in a specific period or genre of Japanese art. Specific focus varies from year to year. Consent of instructor required. Instructor: Weisenfeld. One course. C-L: Comparative Area Studies

283S. Topics in Modern Art. ALP, CZ, R Selected themes in modern art before 1945, with emphasis on major movements or masters. Subject varies from year to year. Consent of instructor required. Instructor: Antliff, Leighten, or Stiles. One course. C-L: Comparative Area Studies

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

291A. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open only to qualified students in the senior year. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

291B. Independent Study. Directed reading in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or report. Open only to qualified students in the senior year. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

292A. Research Independent Study. R See Art History 291A. Open only to qualified students in the senior year. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

292B. Independent Study. See Art History 291B. Open only to qualified students in the senior year. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

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

297S. Topics in Art since 1945. ALP, CZ, R Historical and critical principles applied to present-day artists and/or movements in all media since World War II. Consent of instructor required. Instructor: Stiles. One course. C-L: Comparative Area Studies

COURSES CURRENTLY UNSCHEDULED

71D. Introduction to Asian Art. ALP, CCI, CZ
100. Art and Architecture of Vienna. ALP, CCI, CZ
103. Representing Women in the Classical World. ALP, CCI, CZ
105. Art in the Hellenistic Age. ALP, CCI, CZ
115. Ancient Greece. ALP, CCI, CZ
116. Athens. ALP, CCI, CZ
117. Pompeii. ALP, CCI, CZ
120. Egyptian Art and Archaeology. ALP, CCI, CZ
124. Greek Art and Archaeology II: Classical to Greco-Roman. ALP, CCI, CZ
129. The History of Prints and Printmaking. ALP, CCI, CZ, R
133. Colonial Art of the Andean Region. ALP, CCI, FL
143. The Art of the Counter Reformation. ALP, CCI, CZ, R
144A. Renaissance and Baroque Art History. ALP, CCI, CZ
145. Renaissance Art in Florence. ALP, CCI, CZ
146. Italian Renaissance Architecture. ALP, CCI, CZ, R
136 Courses and Academic Programs

148. Art of the Netherlands in the Fifteenth Century. ALP, CCI, CZ, R
152. Art of the Netherlands in the Sixteenth Century. ALP, CCI, CZ, R
154. German Art in the Fifteenth and Sixteenth Centuries. ALP, CCI, CZ, R
155. Mercantile Culture and Art in the Netherlands. ALP, CCI, CZ, R
162. American Art from Colonial Times to 1900. ALP, CZ, R
164. Chinese Visual Culture. ALP, CCI, CZ, R
171. Chinese Art 1900 to Present. ALP, CCI, CZ, R
175. Art and Material Culture of the Southern United States. ALP, CZ, EI, R
179. The History of Performance Art. ALP, CZ, EI
180A. Early Japanese Art. ALP, CCI, CZ
187. Dada and Surrealism. ALP, CCI, CZ
193. Art and Culture of Mesoamerica. ALP, CZ
217. Islam and Islamic Art in India. ALP, CCI, CZ
218S. Topics in Islamic Architecture and Art. ALP, CCI, CZ, R
237S. Greek Painting. ALP, CCI, CZ, R
247S. Topics in Italian Renaissance Art. ALP, CCI, CZ, R
257S. Topics in Pre-Columbian Art and Culture. ALP, CCI, CZ, R
260S. Topics in Italian Baroque Art. ALP, CCI, CZ, R
298S. Topics in Modern and Postmodern Architecture. ALP, CZ, R
299S. Critical Theory. ALP, CZ, R

VISUAL ARTS (ARTSVIS)

Studio art courses offer directed experiences in the practice of the visual arts, enhancing the understanding of art both within the history of culture and as an individual human achievement. Department offerings emphasize the analysis and articulation of visual concepts and processes as they relate to a broader education in the humanities and sciences.

A major or concentration in studio art can provide the foundation for further study in various areas of the visual arts. It may prepare the student for further training as an artist, teacher, or architect, as well as in related fields such as advertising or design. Lower-level courses emphasize the fundamentals of drawing, color, and form; upper-level courses encourage the student to develop a more individual conceptual approach and style, within the context of historical precedents and traditions.


53. Drawing. ALP Introduction to the visual language of drawing, including various media and processes. Learning to construct and develop drawings done from observation, through reference to other artist’s work, and with frequent individual and group critiques. Consent of instructor required. Instructor: Staff. One course.

54. Two-Dimensional Design and Color. ALP Experiments in form and color, with work from observation. Introduction to color theory in various media. Consent of instructor required. Prerequisite: Visual Arts 53. Instructor: Staff. One course.

55. Introduction to Graphic Design. ALP Artists and art movements that shaped and continue to shape design history. Fundamental graphic design principles. Limited exposure to graphic design software. Consent of instructor required. Prerequisites: Visual Arts 53 and Art History 70 or comparable modern art history course. Instructor: Belkina. One course.


102. Figure Drawing. ALP The human figure through different artistic media and from different visual perspectives. Emphasis on drawing and design skills and an anatomical knowledge of the human form. A significant body of drawings is developed in this class.
Prerequisites: Visual Arts 53 and 54, and consent of instructor based on portfolio. Instructor: Staff. One course.

105. Intermediate Drawing. ALP, R. Allows students to explore their artistic interests and biases through a series of self-directed projects. Both the directness and the flexibility of the medium of drawing are investigated. Prerequisites: Visual Arts 53 and 54 and consent of instructor. Instructor: Staff. One course.

106. Digital Imaging. ALP Photoshop and Illustrator used to introduce single and serial images for print and web output. Prerequisites: Visual Arts 55 and consent of instructor. Instructor: Belkina. One course. C-L: Documentary Studies, Information Science and Information Studies


110. Sculpture. ALP Sculptural principles, processes, and issues introduced through lectures, readings, studio assignments, individual projects, and field trips. Consent of instructor required. Instructor: Noland. One course.

111. Intermediate Sculpture. ALP Studio practice in sculpture at the intermediate level. Group and individual discussion and critique. Prerequisite: Visual Arts 110 and consent of instructor. Instructor: Noland. One course.

114S. Large Format Photography. ALP One course. C-L: see Documentary Studies 114S

115. Introduction to Photography. ALP Foundation class in black-and-white photographic process as the basis for using photography as a visual language. Class learns to make a printable exposure using black-and-white film, make a “proper proof” and an 8 x 10 enlargement. Assignments include portraits, alternative techniques, landscape, and a final portfolio that embodies a single visual idea. Consent of instructor required. Instructor: Staff. One course. C-L: Documentary Studies 115

116. Photography. ALP, CZ An emphasis on how to see with the camera and ways of thinking about photographs. Class assignments accompanied by historical and theoretical readings, lectures, class discussions, and field trips. Final projects are a self-portrait series and an individual documentary essay. Prerequisites: camera and consent of instructor. Instructor: Noland. One course. C-L: Documentary Studies, Film/Video/Digital

117. Documentary Photography and the Southern Culture Landscape. ALP, CCI Emphasis on the tradition and practice of documentary photography as a way of seeing and interpreting cultural life. The techniques of black and white photography—exposure, development, and printing—diverse ways of representing the cultural landscape of the region through photographic imagery. The role of such issues as objectivity, clarity, politics, memory, autobiography, and local culture play in the making and dissemination of photographs. Instructor: Rankin. One course. C-L: Documentary Studies 117

118S. American Communities: A Photographic Approach. ALP, CCI, SS One course. C-L: see Public Policy Studies 176S; also C-L: Documentary Studies 176S, Film/Video/Digital, Policy Journalism and Media Studies

119S. Advanced Documentary Photography. ALP, SS One course. C-L: see Public Policy Studies 177S; also C-L: Documentary Studies 177S, Film/Video/Digital, Policy Journalism and Media Studies

120. Painting. ALP Studio practice in painting with individual and group criticism and discussion of important historic or contemporary ideas. Prerequisites: Visual Arts 54 or equivalent and consent of instructor. Instructor: Staff. One course.

130. Printmaking: Silkscreen. ALP, R The silkscreen medium and its stencil-making processes including paper stencils, blockouts crayon, and photographic methods.
Students develop a significant body of prints using these techniques. Prerequisites: Visual Arts 53, 54 and consent of instructor. Instructor: Shatzman. One course.

131. Printmaking: Lithography. ALP, R Introduction to stone lithography and its drawing and printing methods. Includes both black and white and color printing. The methods and history of lithographic printing. Projects emphasize the development of visual images through this medium. Prerequisites: Visual Arts 53, 54 and consent of instructor. Instructor: Shatzman. One course.

132. Printmaking: Relief and Monotype. ALP, R Relief methods of woodcut and linoleum block printing and monotype techniques. Concentration on both the technical and historical aspects of the media and its expressive potentials. Students develop a significant body of prints using these techniques. Prerequisites: Visual Arts 53, 54 and consent of instructor. Instructor: Shatzman. One course.

133. Printmaking: Intaglio. ALP, R Directed problems in the intaglio medium including etching, aquatint, drypoint, black and white, and color printing methods. Assigned projects emphasize conceptual issues supported by the medium. Students develop a significant body of prints through use of this medium. Prerequisites: Visual Arts 53, 54 and consent of instructor. Instructor: Shatzman. One course.

143. Architecture. ALP, R A study of the principles of architectural design. Application of these principles to the special architectural, civil, and environmental requirements of North Carolina. Architectural design problems formulated and analyzed through individual and group projects; case studies; field trips to area buildings and architectural firms; visits by architects and engineers. Open only to students in the FOCUS Program. Instructor: Staff. One course.


165S. Film Animation Production. ALP One course. C-L: see Film/Video/Digital 102S; also C-L: Information Science and Information Studies

169S. Special Topics in Visual Arts. ALP Subject varies from year to year. Instructor: Staff. One course.

170. Topics in Visual Arts. ALP Subject varies from year to year. Consent of instructor required. Instructor: Staff. One course.

For Seniors and Graduates

217. Individual Project. Independent work open to highly qualified juniors and seniors on recommendation of instructor and invitation of department. Instructor: Staff. One course.

218. Individual Project. Independent work open to highly qualified juniors and seniors on recommendation of instructor and invitation of department. Instructor: Staff. One course.

269S. Special Topics in Visual Arts. ALP Special Topics in Visual Arts. Subject varies from year to year. One course. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED

49S. First-Year Seminar
101. Book Illustration. ALP
103. Graphic Design: Community Projects. ALP
121. Intermediate Painting. ALP
145. Public Art and Private Concerns. ALP, CZ
200S. Theory of Design. ALP
205. Advanced Drawing. ALP, R
210. Advanced Sculpture. ALP
220. Advanced Painting. ALP
230. Advanced Printmaking. ALP
See also Institute of the Arts following this section in this bulletin.
THE MAJOR

The student will elect a sequence of courses emphasizing either the history of art or visual art.

History of Art

Major Requirements. The major in art history requires at least ten courses. Two of the three introductory art history courses Art History 69, 70, and 71, are required. Art History 71 will not fulfill the non-Western requirement. The other eight courses should be distributed across the fields of ancient, medieval, Renaissance/baroque, modern, and non-Western (pre-Columbian, African, Asian). Students must take one course in each of these five areas. One of these ten courses must be a 200-level seminar.

Students planning to attend graduate school should consider taking two 200-level seminars: Art History (ARTHIST) 296S, Methodology of Art History; and a second seminar in the same field as a 100-level course already taken by the student. (For example, Art History (ARTHIST) 141, Fifteenth-Century Italian Art, is a logical preparation for Art History (ARTHIST) 247S, Topics in Italian Renaissance Art. Two years of a foreign language at the college level are strongly recommended. Students interested in preparing for graduate work in architecture should supplement their major requirements with the following courses: Mathematics 31, 32 and either Mathematics 103 or Physics 51L, 52L; Visual Arts (ARTSVIS) 53 and either Visual Arts (ARTSVIS) 54 or 56; Institute of the Arts/Biology 45S; Engineering 75L or 83L. No more than four approved courses taken away from Duke (at other institutions or abroad) may count toward the requirements of the major.

Concentration in Architecture

The department offers a B.A. degree in art history with a concentration in architecture. Certification of this concentration is designated on the official transcript. Thirteen courses are required in four broad areas: (1) Art History 295 or Art History 291/2 on a subject approved by the concentration in architecture advisor; (2) seven additional courses in Art History including at least three of the following: Art History 104, 110, 111, 126B, 130, 145, 182, 186A, 189A or B, 205S, 206S, or 298S ("topics" courses that focus on space or architecture may be used to fulfill this requirement, contingent upon the advisor’s approval); (3) two courses in the Visual Arts, including Visual Arts 53; (4) three courses in mathematics, physics, and/or engineering courses that offer or require advanced mathematics or physics skills (recommended courses include Mathematics 31, 32, and 103, Physics 51L or 52L; Civil and Environmental Engineering 161 or 162). Distribution requirements for the major must be fulfilled.

Visual Arts

Major Requirements. The major in Visual Arts (ARTSVIS) requires at least ten courses. These include: two lower level courses, Visual Arts (ARTSVIS) 53 (Drawing) and Visual Arts (ARTSVIS) 54 (Two Dimensional Design); and eight 100-level courses including two upper-level Art History courses. The remaining six courses must include a minimum of one course in at least three of the following areas of instruction: film/video/digital, graphic design, painting, photography, printmaking, and sculpture. Students are encouraged to enroll as seniors in an independent study and, during the spring of their senior year, Visual Arts 205S (Theory of Design). No more than four approved courses taken away from Duke may satisfy the requirements and prerequisites of the major. Courses are available for credit at North Carolina State University and the University of North Carolina at Chapel Hill.

COMBINED MAJOR IN ART HISTORY/VISUAL ARTS

A combined major in Art History and Visual Arts requires at least fourteen courses. These include: two lower-level courses, Visual Arts (ARTSVIS) 53, Drawing, and Art History (ARTHIST) 69, 70 or 71, Survey of Art; and twelve upper-level courses. The twelve upper-level courses are to be divided as follows:
Art History: Six upper-level courses distributed across the fields of ancient, medieval, Renaissance/baroque, modern, and non-western (pre-Columbian, African, Asian). Students must take at least one course in four of these five areas. At least one of these courses must be a 200-level seminar.

Visual Arts: Six 100-level courses including a minimum of one course in at least three of the following primary areas of instruction: film/video/digital, graphic design, painting, photography, printmaking, and sculpture. Students are encouraged to enroll as seniors in an independent study and, during the spring of that year, in Visual Arts (ARTSVIS) 200S, Theory of Design.

Departmental Graduation with Distinction

The department offers work leading to graduation with distinction. See the section on honors in this bulletin.

THE MINOR
Art History
Requirements: Five courses in art history at the 100 level or above.

Visual Arts
Requirements: Five courses in visual arts at the 100 level or above.

Institute of the Arts (ARTSINST)
The Institute of the Arts offers interdisciplinary courses, sponsors artist residencies, coordinates and promotes activities in the creative and performing arts, and works to extend the role of the artists at Duke into the surrounding community. Courses, festivals, and events sponsored by the institute bring together faculty and students in different art forms to encourage an interdisciplinary perspective. A semester-long off-campus program, Duke in New York Arts/Media Program, offered each fall semester provides academic and professional experiences for selected juniors and seniors. For further information about the institute, inquire in 109 Bivins Building.

DUKE IN NEW YORK ARTS AND MEDIA PROGRAM
The institute-sponsored Duke in New York Arts and Media Program offers an intensive, off-campus experience for juniors and seniors wishing to spend a semester studying and working in an internship situation in the fields of visual and performing arts, museum and gallery management, theater, film, literary arts, and other related fields. The program has four components, each earning one credit: program seminars, Institute of the Arts 101S, 103S, 104S, of which students take two; an arts internship, Institute of the Arts 102; and an elective course at New York University.


102. Arts Internship in New York. Immersion in the professional art world through apprenticeship to a sponsoring artist or organization. Students will spend fifteen hours per week at the internship and will write a substantive paper containing significant analysis and interpretation of the relation of the students' sponsoring institution to the art form or activity as a whole, the system of production and consumption surrounding that art form or activity, and the sponsor's organizational framework, operating mechanics, and role in the creation, preservation, or interpretation of that art form or activity. Offered only on the pass/fail basis and open only to students admitted to the Duke in New York Arts Program. Instructor: Staff. One course.

103S. Arts Production, Promotion, and Presentation in New York. SS Analysis and investigation of the processes by which representative arts events and endeavors in
New York are conceived, developed, produced, promoted, performed, and evaluated. Guest lectures by practitioners in these processes. Open only to students admitted to the Duke in New York Arts Program. Instructor: Staff. One course.

104S. Making Media. ALP, STS One course. C-L: see English 181AS; also C-L: Information Science and Information Studies 166S, Art History 118BS

150S. Managing the Arts. ALP, SS An introduction and survey of the principal aspects of managing nonprofit arts organizations such as museums and galleries, performing arts series, dance, music and theater companies, arts councils. Organizational formation and staffing, managing, curatorship and program planning, development, marketing, and public relations are included. Individual project or research paper and class presentations required. Not open to first-year students. Instructor: Silbiger. One course. C-L: Dance 150S, Markets and Management Studies

Asian and African Languages and Literature (AALL)

Professor Ching, Chair; Associate Professor of the Practice Endo, Director of Undergraduate Studies; Professors Cooke and Liu; Associate Professor Yoda; Associate Professor of the Practice Khanna; Assistant Professors of the Practice, Lee, Kim, and Natavar; Lecturers Cai and Yao; Instructors Kurokawa, Plesser, and Saito; Affiliated faculty: Professor Lawrence (religion); Associate Professors Allison (cultural anthropology), Litzinger (cultural anthropology), and Nickerson (religion); Assistant Professor Jonassaint (romance studies)

A major or a minor is available in this program.

Asian and African Languages and Literature provides instruction in several languages and literatures of Asia and Africa. Languages offered are Arabic, Chinese, Hebrew, Hindi, Japanese, Korean, and Persian. The program offers Arabic, Chinese, Hebrew, Hindi, Japanese, and Korean literature courses, many in translation.

ASIAN AND AFRICAN LANGUAGES AND LITERATURE (AALL)


72. War, Gender, and Postcoloniality. ALP, CCI, EI Covers selected wars in the twentieth century by examining the intersections between the experience of war and the ways in which men and women represent themselves. Focus on World Wars I and II, Vietnam, the Algerian Revolution, the Lebanese Civil War, and the Gulf War. Instructor: Cooke. One course.

110A. West African Rootholds in Dance. ALP, CCI One course. C-L: see Dance 110A; also C-L: African and African American Studies 110A, Cultural Anthropology 129A, Religion 161A

110B. West African Rootholds in Dance. ALP, CCI One course. C-L: see Dance 110B; also C-L: African and African American Studies 110B, Cultural Anthropology 129B, Religion 161B

121. Introduction to Asian and African Literature. ALP, CCI An exploration of the ways in which different societies in Asia and Africa encourage particular constructions of self, sexuality, and purposeful life in literature and film. Instructor: Staff. One course. C-L: African and African American Studies 121, Literature 165C, Comparative Area Studies

125S. Bilingualism. (QID) CCI, SS Examination of bilingualism at the individual, interpersonal, and social levels from psycholinguistic, socio-linguistic, anthropological, and educational perspectives. Issues to include the relation between language and cognition, language development, language identity, socio-linguistic practices in multicultural settings, language maintenance, and language policy and planning. Instructor: Kim. One course. C-L: Linguistics 125S

Asian and African Languages and Literature (AALL) 141
127S. From Ottoman Empire to Turkish Empire: Narrative and Culture. ALP, CCI, CZ
One course. C-L: see Turkish 120S

135. Kundalini Yoga and Sikh Dharma. ALP, CCI, CZ One course. C-L: see Dance 155;
also C-L: Religion 161H

137. Contemporary Culture in South Asia. ALP, CCI, CZ Contemporary cultures in
South Asia and the global diaspora. Perspectives on cinema, television, and radio along
with traditional literary media. Ways in which pasts are constructed by popular media
to secure a relation to modernity. The themes and dilemmas which recur in various
South Asian cultures and their diverse resolutions. The fiction of Mohan Rakesh, the
poetry of Tagore and Kamala Das, the cinema of Satyajit Ray, Pakistani television
dramas. Instructor: Khanna. One course. C-L: Comparative Area Studies, Documentary
Studies

138. The Media in Modern India. CCI, CZ, SS The influence of modern media on Indian
society. Comparative study of the role of media in other South Asian cultures. Topics
include: traditional sources of new knowledge; the role of print media during
colonization and in the postcolonial period; the emergence of radio; contemporary use
of film and television. (Taught in summer program in Bombay.) Instructor: Khanna.
One course. C-L: Comparative Area Studies

139. Gender and Expressive Culture in India. ALP, CCI, CZ An examination of how
gender is constructed and expressed in different contexts within daily Indian life. Focus
on the dynamic relationship between dominant representations of men and women,
and their own self-representations. Through reading and fieldwork analyzing complex
forms of culture, students will investigate the social and religious factors that shape
gender roles and their expression in performance both formal and informal, sacred and
secular, public and private. Taught in India. Instructor: Natavar. One course. C-L:
Religion 113, Cultural Anthropology 123, Comparative Area Studies, Women's Studies

147S. Transnationalism and Asian/ American Culture. ALP, CCI, CZ The links
between Asian and Asian American issues in an era of global migration, media, and
capital from a transnational perspective that bridges ethnic studies and area studies.
The dynamic processes of cultural flows between Asia and the United States as they are
imagined and explored in literature, film, and mass culture. Instructor: Ching. One
course. C-L: Comparative Area Studies

149. Dance and Dance Theater of Asia. ALP, CCI, CZ One course. C-L: see Dance 149;
also C-L: Cultural Anthropology 149, Theater Studies 149, Religion 161C

150S. Chinese Modernism in Post-Mao Era. ALP, CCI Mainland Chinese aesthetic
modernity in the 1980s and 1990s examined through the study of narrative fiction and
films. Instructor: Staff. One course. C-L: Comparative Area Studies

151. Indian Dance and Hindu Cosmology. ALP, CCI, CZ Introductory survey of both
folk and classical dance forms of India in relation to their spiritual origins, themes, and
performance. The practice of the classical dance style of North India and the theoretical
study of the relationship of Indian dance and Hindu cosmology. Instructor: Natavar.
One course. C-L: Dance 152, Religion 151

152. Topics in Japanese Anime. ALP, CCI Topics may vary. Instructor: Yoda. One
course.

154. History and Practice of the Dance and Dance-theatre of India. ALP, CCI, CZ One
course. C-L: see Dance 147; also C-L: Cultural Anthropology 149B, Religion 161J,
Theater Studies 134

155S. Introduction to Israeli Culture. ALP, CCI, CZ The examination of contemporary
Israeli culture through art, film, architecture, and literature. Concentration on interdisci-
plinary critical approaches to culture; interconnections of culture and Zionist ideology
in the Israeli projection of the nation. Instructor: Staff. One course. C-L: Comparative
Area Studies
156. Representing the Holocaust. ALP, CCI, CZ Issues of representing the Holocaust through various cultural media, such as literature, criticism, film, art, music, and the most recent wave of memorials and museums to be built in America, Europe, and Israel. The limits of representation; the historical and ideological deployment of Holocaust representation in different cultural contexts. Instructor: Staff. One course. C-L: Literature 165B, Judaic Studies

159. Palestine, Israel, Arab-Israeli Conflict. CCI, EI, SS One course. C-L: see Cultural Anthropology 155; also C-L: Judaic Studies

162. Modern Japanese Literature and Culture. ALP, CCI, CZ An examination of modern Japanese culture through a variety of media including literary texts, cultural representations, and films. Different material each year; may be repeated for credit. Instructor: Ching or Yoda. One course. C-L: Comparative Area Studies

163. Korean Literature in Translation. ALP, CCI A chronological overview from earliest times until today. Begins with a brief introduction to Korean language and history as they relate to the study of literature. Novels, essays, classics, and various other genres. Instructor: Staff. One course. C-L: Literature 165E, Comparative Area Studies

165S. Modern Arabic Literature and Culture. ALP, CCI, CZ Exploration through Francophone and Arabic novels, short stories, autobiographies, and films of the changing landscape of Arab culture in the postcolonial period. Instructor: Cooke. One course. C-L: Comparative Area Studies

166S. Mediterranean Lives. ALP, CZ Autobiographies of famous writers of the Mediterranean region from the fifth century until today. Texts read both as literary documents and as testimonies of a particular time in a shared place. Readings from Tunisia, Lebanon, Egypt, Palestine, Algeria, Morocco, France, as well as Durrell's *Spirit of Place*. Films by Tunisian directors that tell the stories of their lives. Directors will attend classes for discussion of their films. Instructor: Cooke. One course. C-L: Comparative Area Studies

168S. Francophone Literature. ALP, CCI, FL One course. C-L: see French 168S; also C-L: African and African American Studies 138S, Canadian Studies, Comparative Area Studies, Latin American Studies


171. Japanese Cinema. ALP, CCI, CZ An introduction to the history of Japanese cinema focusing on issues including the relation between the tradition-modernity or Japan-West in the development of Japanese cinema, the influence of Japanese films on the theory and practice of cinema abroad, and the ways in which cinema has served as a reflection of and an active agent in the transformation of Japanese society. Instructor: Yoda. One course. C-L: Film/Video/Digital

172S. Chinese Literature and Culture in Translation. ALP, CCI, CZ The transmutation of Chinese culture and literature from the perspective of translation conceived as a broad range of literary and cultural activities, including transactions between cultures, appropriation of a foreign work into a Chinese version, and adaptation of one literary-cultural form into another (such as literature into drama or film). Instructor: Wang. One course. C-L: Literature 165A

176. Gender in Dance and Theatre. ALP, CCI, CZ One course. C-L: see Dance 175; also C-L: Women's Studies 111, Theater Studies 132, Cultural Anthropology 149A

180S. Intellectuals/Culture/History: Modern China in Transition. ALP, CCI, CZ Debates over politics, ideology, high culture, and popular culture in China since the
1920s. Topics include: Marxism, the Cultural Revolution; the modernist narratives of 'world history'; the postmodern turn of debunking universal history; the 1990s' resurgence of Mao Zedong fever, the Chinese search for modernity; the revival of neo-nationalism and new conservatism; and state sponsorship and the new meanings of 'culture as leisure.' Instructor: Staff. One course. C-L: Comparative Area Studies


188. Modern Chinese Cinema. ALP, CCI, CZ Films, documentaries, television series, and soap operas produced in Mainland China in the post-Mao era, modern and contemporary Taiwan, and Hong Kong. Topics include the history and aesthetics of the new wave cinema, soap operas as the new forum for public debate on popular culture, and debate over the relationship between Euro-American modernist and the national cinema. C-L Film Video. Instructor: Staff. One course. C-L: Film/Video/Digital

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

195. Special Topics. Topics vary each semester. Instructor: Staff. One course.

198. Special Topics in Asian and African Literature and Culture. ALP, CZ Focus will be on historical developments, important instruments and genres, and cultural contents for musical performance, preservation, and adaptation. Instructor: Staff. One course.


230S. Space, Place, and Power. CCI, SS One course. C-L: see Cultural Anthropology 285S; also C-L: Women's Studies 225S, Literature 287S

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

252. Special Topics in Asian and African Literature. ALP, R Topics vary each semester. Instructor: Staff. One course.

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

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

271. Japanese Cinema. ALP, CCI, CZ An introduction to the history of Japanese cinema focusing on issues including the relation between the tradition-modernity or Japan-West in the development of Japanese cinema, the influence of Japanese films on the theory and practice of cinema abroad, and the ways in which cinema has served as a reflection of and an active agent in the transformation of Japanese society. (Same as African Languages and Literature 171, but requires extra assignments.) Instructor: Yoda. One course.

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

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

COURSES CURRENTLY UNSCHEDULED

49S. First-Year Seminar

100. Duke-Administered Study Abroad: Advanced Special Topics in Asian and African Languages & Literature

148S. Literature and Revolution: From the May Fourth to the Post-Mao Era. CCI

153. East Asian Cultural Studies. ALP, CCI, CZ

158. Jewish Culture in the Mediterranean. ALP, CCI, CZ

160. Introduction to the Civilizations of Southern Asia. CCI, CZ

161. Introduction to the Civilizations of Southern Asia. CCI, CZ

173S. Women in Arab Literature. CCI

177. South Asian Women's Literature. CCI

182S. The Forbidden Books: Issues of Censorship in China. ALP, CCI, EI

190. Women in Islam: Fact and Fiction. CCI, CZ, R

196S. Special Topics in Advanced Film, Video, or Audio Production. ALP

197S. Studies in Asian and African Literature. ALP, CCI, R

199. Asian and African Languages and Literature Honors Seminar

203S. Gender and War. CCI, EI, R

ARABIC (ARABIC)

1. Elementary Arabic. FL Understanding, speaking, reading, and writing modern standard Arabic. Language laboratory. Instructor: Staff. One course.

2. Elementary Arabic. FL Continuation of Arabic 1. Prerequisite: Arabic 1 or equivalent. Instructor: Staff. One course.

35. Conversational Egyptian and Contemporary Culture. FL Designed to develop proficiency in conversational Egyptian Arabic within a cultural context: manners, social interaction, customs, and holiday traditions. Consent required if student has not taken any Arabic previously. Instructor: Staff. One course.
63. Intermediate Arabic. FL Reading, composition, and conversation in modern standard Arabic. Readings include selections from the Qur'an, contemporary literature, and the Arabic press. Prerequisite: Arabic 2 or equivalent. Instructor: Staff. One course.
64. Intermediate Arabic. FL Continuation of Arabic 63. Prerequisite: Arabic 63 or equivalent. Instructor: Staff. One course.
125. Advanced Arabic. ALP, CCI, FL Readings in classical and contemporary fiction and nonfiction. Works include al-Jahiz, Ibn Arabi, Taha Husain, Ibn Battuta, Ghada al-Samman and *1001 Nights*. Prerequisite: Arabic 64 or equivalent. Instructor: Staff. One course. C-L: Comparative Area Studies
126. Advanced Arabic. ALP, FL Continuation of Arabic 125. Prerequisite: Arabic 125 or equivalent. Instructor: Staff. One course. C-L: Comparative Area Studies
183. Topics in Arabic. ALP, CCI, FL Readings and other material, including films, television, and radio broadcasts. Exercises in composition. Prerequisite: Arabic 126 or consent of instructor. Instructor: Cooke. One course. C-L: Comparative Area Studies
184. Topics in Arabic. ALP, FL Continuation of Arabic 183. Prerequisite: Arabic 126 or consent of instructor. Instructor: Cooke. One course. C-L: Comparative Area Studies
191. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED
100. North African Culture. ALP, CCI
137. Qur’anic Studies. ALP, CCI, FL

CHINESE (CHINESE)
1. Elementary Chinese. FL Introduction to speaking, understanding, reading, and writing modern standard Chinese (Mandarin, or *putonghua*, based on the Beijing dialect). Instructor: Lee. One course.
2. Elementary Chinese. FL Continuation of Chinese 1. Prerequisite: Chinese 1 or equivalent. Instructor: Lee. One course.
14. Intensive Elementary Chinese. FL Covers the basic elementary Chinese language curriculum (Chinese 1-2 and 63) in one semester. Equal attention to listening, speaking, reading and writing skills. Introduction to some aspects of Chinese culture. Not open to students who have studied Chinese for more than two years pre-college or students who can converse on topics of daily concerns in Mandarin Chinese. Six class meetings a week. Instructor: Staff. Two courses.
35. Literacy in Chinese. FL Designed for students who can converse in Mandarin Chinese about personal information or daily topics but have little or no reading and writing skills in Chinese. All four language skills emphasized with additional work on reading and writing. Students who wish to make sufficient progress in two semesters to advance to Chinese 135 in the fall semester of the following year must take Chinese 35 and 36. Instructor: Yao-Lahusen. One course.
36. Literacy in Chinese. FL Continuation of Chinese 35. Students who wish to make sufficient progress in two semesters to advance to Chinese 135 in the fall semester of the following year must take Chinese 35 and 36. Instructor: Yao-Lahusen. One course.
64. Intermediate Chinese. FL Continuation of Chinese 63. Prerequisite: Chinese 63. Instructor: Cai. One course.

100. Duke-Administered Study Abroad: Advanced Special Topics in Chinese. CCI Topics differ by section. Instructor: Staff. One course.

125. Advanced Chinese. CCI, FL Proficiency in speaking, aural comprehension, reading, and writing. Content drawn from newspaper articles, essays, and other readings concerning history, culture, and current political, social, and simple economic issues in China and Taiwan. Prerequisite: Chinese 64 or equivalent. Instructor: Yao-Lahusen. One course. C-L: Comparative Area Studies

126. Advanced Chinese. CCI, FL Continuation of Chinese 125. Prerequisite: Chinese 63, 64 or equivalent. Instructor: Yao-Lahusen. One course. C-L: Comparative Area Studies

135. Readings in Modern Chinese. ALP, CCI, FL Designed for students who have completed Chinese 35 and 36 (previously Chinese 6 and 7). Introduction to more complex syntax with special attention to Chinese cultural and socio-political issues and topics. Content drawn from newspaper articles, essays, and short stories. Helps students to make sufficient progress in one semester to advance to Chinese 183S or 184S in the spring semester. Conducted in Chinese. Prerequisite: Chinese 35, 36; or equivalent. Instructor: Cai. One course.

136. Reading in Modern Chinese. ALP, CCI, FL Continuation of Chinese 135. Conducted in Chinese. Prerequisite: Chinese 135 or equivalent. Instructor: Cai. One course.

181S. Chinese Economy and Society I. CCI, CZ, FL Readings of journals, newspapers, criticism concerning contemporary social issues and changes and developments after the economic reform in China. Additional materials such as documentary, film, television, radio broadcasts, website. Background in both complex and simplified form for writing required. Prerequisites: Chinese 135, 136 or consent of instructor. One course each. Instructor: Lee and staff. One course.


183S. Topics in Modern Chinese. ALP, CCI, FL Readings and other materials, including web sites, films, television, and radio broadcasts. Exercises in composition. Prerequisite: Chinese 125, 126, 127, 129, or consent of instructor. Instructor: Staff. One course. C-L: Comparative Area Studies

184S. Topics in Modern Chinese. ALP, CCI, FL Continuation of Chinese 183S. Readings of modern short stories and essays on special topics of the cultural politics in modern and contemporary China. Additional materials such as web sites, films, and television. Consent of instructor required. Instructor: Staff. One course. C-L: Comparative Area Studies

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

Courses Offered in the Duke Study in China Program at Capital Normal University


129A. Special Topics in Modern Chinese. CCI, CZ, FL Equivalent to fifth year. Discussion based on oral and written reports and topical readings. Offered in the Duke Study in China Program at Capital Normal University. Instructor: Staff. One course.

129B. Special Topics in Modern Chinese. CCI, CZ, FL Equivalent to fifth year. Readings and discussion of selections from modern Chinese literature, expository prose, and the Chinese press. Offered in the Duke Study in China Program at Capital Normal University. Instructor: Staff. One course.

193. Directed Study on Contemporary China. FL, R Research and field studies culminating in a paper approved and supervised by the resident director. Includes field trips on cultural and societal changes in contemporary China. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED
1A. Abridged Elementary Chinese. FL
2A. Abridged Elementary Chinese II. FL
25A. Abridged First-Year Chinese for Advanced Beginners. FL

HEBREW (HEBREW)
1. Elementary Modern Hebrew. FL Introduction to speaking, understanding, reading, and writing modern Hebrew. Language laboratory. Instructor: Plesser. One course. C-L: Judaic Studies

2. Elementary Modern Hebrew. FL Continuation of Hebrew 1. Prerequisite: Hebrew 1 or equivalent. Instructor: Plesser. One course. C-L: Judaic Studies

63. Intermediate Modern Hebrew. FL Reading, composition, conversation, and language laboratory. Prerequisite: Hebrew 1, 2 or equivalent. Instructor: Plesser. One course. C-L: Judaic Studies

64. Intermediate Modern Hebrew. FL Continuation of Hebrew 63. Prerequisite: Hebrew 63 or equivalent. Instructor: Plesser. One course. C-L: Judaic Studies

100. Duke-Administrated Study Abroad: Advanced Special Topics in Hebrew. CCI Topics differ by section. Instructor: Staff. One course. C-L: Judaic Studies

125S. Advanced Modern Hebrew. ALP, CCI, FL Introduction to modern Hebrew literature and Israeli culture. Emphasis on critical reading of literary and cultural texts, including prose, poetry, drama, and film. Conducted in Hebrew. Prerequisite: Hebrew 64 or equivalent. Instructor: Staff. One course. C-L: Comparative Area Studies, Judaic Studies

126S. Advanced Modern Hebrew. ALP, CCI, FL Continuation of Hebrew 125S. Prerequisite: Hebrew 125S or equivalent. Instructor: Staff. One course. C-L: Comparative Area Studies, Judaic Studies

191. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member; the central goal of which is a substantive
paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course. C-L: Judaic Studies

COURSES CURRENTLY UNSCHEDULED

183S. Topics in Modern Hebrew. ALP, CCI, FL
184S. Topics in Modern Hebrew. ALP, CCI, FL

HINDI (HINDI)
1. Elementary Hindi. FL Conversation, basic grammar, and vocabulary; introduction to the Devanagari script and the reading of graded texts. Instructor: Natavar. One course.
2. Elementary Hindi. FL Continuation of Hindi 1. Prerequisite: Hindi 1. Instructor: Natavar. One course.
64. Intermediate Hindi. FL Continuation of Hindi 63. Prerequisite: Hindi 63. Instructor: Natavar. One course.
100. Duke-Administered Study Abroad: Advanced Special Topics in Hindi. CCI Topics differ by section. Instructor: Staff. One course.
125. Advanced Hindi. ALP, CCI, FL Proficiency in reading, writing, and speaking. Prerequisite: Hindi 64 or equivalent. Instructor: Khanna. One course.
126. Advanced Hindi. ALP, CCI, FL Continuation of Hindi 125. Prerequisite: Hindi 125 or equivalent. Instructor: Khanna. One course.
183S. Topics in Hindi. ALP, CCI, FL Readings in prevailing literary and mass media forms. Prerequisite: Hindi 126 or consent of instructor. Instructor: Khanna. One course. C-L: Comparative Area Studies
184S. Topics in Hindi. ALP, CCI, FL Continuation of Hindi 183S. Prerequisite: Hindi 126 or consent of instructor. Instructor: Khanna. One course. C-L: Comparative Area Studies
191. Research Independent Study. Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

JAPANESE (JPN)
2. Elementary Japanese. FL Continuation of Japanese 1. Prerequisite: Japanese 1 or equivalent. Instructor: Endo. One course.
63. Intermediate Japanese. FL Practice on advanced grammar; speaking, reading, and writing. Prerequisite: Japanese 2 or equivalent. Instructor: Endo. One course.
64. Intermediate Japanese. FL Continuation of Japanese 63. Prerequisite: Japanese 63 or equivalent. Instructor: Endo. One course.
126. Advanced Japanese. ALP, CCI, FL Continuation of Japanese 125. Prerequisite: Japanese 125 or equivalent. Instructor: Kurokawa. One course. C-L: Comparative Area Studies

184S. Topics in Japanese. ALP, CCI, FL Continuation of Japanese 183S. Consent of instructor required. Instructor: Ching. One course. C-L: Comparative Area Studies

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

COURSES CURRENTLY UNSCHEDULED


KOREAN (KOREAN)

1. Elementary Korean. FL Introduces phonological system and Hanqui, the Korean writing system, enabling students to read and write basic texts using elementary grammar. Will develop ability to communicate basic information and to take part in daily transactions. Instructor: Kim. One course.

2. Elementary Korean. FL Continuation of Korean 1. Focus on developing oral and aural fluency for daily communication situations, acquiring basic literacy skills; developing grammatical knowledge required for complex sentence building. Prerequisite: Korean 1 or equivalent. Instructor: Kim. One course.

63. Intermediate Korean. FL Focus on developing ability to communicate in written Korean and enhancing fluency and appropriateness of speech. Prerequisites: Korean 1 and 2 or equivalent. Instructor: Kim. One course.

64. Intermediate Korean. FL Focus on developing skills for reading, writing, verbal communication, and structure of the Korean language. Prerequisite: Korean 63 or equivalent. Instructor: Kim. One course.

100. Duke-Administered Study Abroad: Advanced Special Topics in Korean. CCI Topics differ by section. Instructor: Staff. One course.

125. Advanced Korean. ALP, CCI, FL Focus on developing interpretive and expressive abilities in Korean. Prerequisites: Korean 63 and 64 or equivalent. Instructor: Kim. One course.

126. Advanced Korean. ALP, CCI, FL Organized around two major topics: Pansori novels and modern Korean history. Prerequisite: Korean 125 or equivalent. Instructor: Kim. One course.

183. Topics in Korean. ALP, CCI, FL Focus on developing interpretive and expressive abilities through reading and discussions of essays, short stories, and newspaper articles. Prerequisite: Korean 126 or equivalent. Instructor: Staff. One course.

184. Topics in Korean. ALP, CCI, FL Continue developing interpretive and expressive abilities through reading and discussions of essays, short stories, and newspaper articles. Prerequisite: Korean 183 or equivalent. Instructor: Staff. One course.

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

PERSIAN (PERSIAN)

2. Elementary Persian. FL Continuation of Persian 1. Instructor: Staff. One course.
64. Intermediate Persian. FL Continuation of Persian 63. Instructor: Staff. One course.
100. Duke-Administered Study Abroad: Advanced Special Topics in Persian. CCI. Topics differ by section. Instructor: Staff. One course.
101. Introduction to Persian Literature. ALP, CCI, FL. An introduction to classical Persian literature through the reading and translation of selected prose and poetry texts. Prerequisite: Persian 64 or the equivalent, and consent of instructor. Instructor: Staff. One course.

THE MAJOR

Asian and African Languages and Literature offers a curriculum that reflects an increasing awareness of the interconnectedness of the globe. It provides students with an understanding of languages, literatures, and cultures beyond America and the West to prepare them for professional work or advanced graduate study in a number of international arenas. The curriculum is based on a theoretical framework and examines contemporary national and ethnic cultures of Asia and Africa within a global context. Its mission is to foster a view of literature and culture at once indigenous and global, informed by local histories of internal development as well as by theories of cross-cultural influence. The course requirements for the major provide an intellectual vision that includes both study of language and culture practice and a critical theoretical framework for analyzing cultural experience.

The major requires a minimum of ten courses (at least eight of which must be at the 100-level or above), with concentration in one of the four following areas: Arabic, Chinese, Hindi, or Japanese. Students wishing to concentrate in modern Hebrew or Korean should consider taking a minor in Asian and African Languages and Literature. The major is organized in accordance with three overlapping structures, as reflected in the following requirements:

I. **Within the area of concentration**, the student will acquire advanced linguistic skills in Arabic, Chinese, Hindi, or Japanese language and a comprehensive knowledge of a single culture related to each language. The major provides exposure to different methodologies for interpreting indigenous literary and cultural tradition. Seven (7) semester courses are required for this category. They include: (1) four language courses (63, 64, 125, 126 or above) at the intermediate and advanced level; (2) three courses at or above the 100-level on the literature or culture of the target language, one of which must be taken within the Asian and African Languages and Literature department. Majors should consult with their Arabic, Chinese, Hindi, or Japanese advisors for appropriate courses from other departments.

II. **Within the larger framework of Asian and African Languages and Literature**, the student is required to complete two (2) semester courses as follows: Introduction to Asian and African Literature and Culture (Asian and African Languages and Literature 121) and the Senior Seminar (Asian and African Languages and Literature 200S). These courses aim at helping the student to establish cross-cultural links with students concentrating in other Asian and African languages.

III. The major in Asian and African Languages and Literature also requires students to analyze critically the issue of indigenous cultural identities. The program fosters a view of literature and culture that is at once local...
and global. This view draws on theoretical inquiries into indigenous cultural identities associated with such conceptual categories as gender, class, ethnicity, nation, aesthetics, and sexuality. Therefore, every student is required to complete a one (1) semester course at or above the 100 level, not originating in the Asian and African Languages and Literature department on literary and cultural theory, or one Asian and African Languages and Literature course outside the student’s language of concentration (for example, the study of another AALL language or literature) that includes an examination of the above conceptual categories. Students should consult with their advisors in choosing a course appropriate to their own plan of study and to their capstone experience.

Studies Abroad. An integral part of the student’s experience will be study abroad; while not a requirement of the major, it is strongly encouraged. Students should discuss this option as early as possible with their major advisor.

Advising. Majors will be assigned two faculty advisors (one from the literature faculty and one from the faculty of the practice) in their area of concentration. The final papers for the senior seminar will be prepared in consultation with the major advisors and a faculty member outside the field of concentration.

Departmental Graduation with Distinction. Majors with grade point averages of 3.3 or higher may apply in their junior year to the director of undergraduate studies for Graduation with Distinction (see the section on honors in this bulletin). Students working on their honors thesis will meet together at the beginning of the spring semester of their senior year to report on their research topics and again toward the end of that semester to make a final presentation on their projects. In order to graduate with honors, the student must obtain at least an A- in the honors seminar.

THE MINOR

A minor is offered to students interested in the study of language, literature, and culture of a particular region of Asia and Africa. Areas of concentration include: Arabic, Chinese, modern Hebrew, Hindi, or Japanese.

The minor offers two tracks: (1) Concentration in an Asian and African Language and (2) Asian and African Languages and Literature. Five courses are required in each track.

(1) Minor in an Area of Language Concentration: includes Arabic, Chinese, modern Hebrew, Hindi, or Japanese. Five courses are required as follows: Four language courses beyond the level of 02. (Students are expected to take 63, 64, 125, and 126; however, students with proficiency of intermediate level or higher must take 183 and 184, or upper-level reading courses, for example, Chinese 181, Japanese 205, 206, Arabic 137, or independent studies courses to fulfill the four-course requirement). One 100-level Asian and African Languages and Literature or culture course in translation, open to all students without language prerequisites.

(2) Minor in Asian and African Languages and Literature. Five courses are required as follows: Two language courses at the intermediate level (63 and 64) or above; one 100-level Asian and African Languages and Literature course in translation on the literature or culture of the area of concentration; one 100-level course in another Asian and African Languages and Literature language, literature, or culture outside of the language of concentration; Asian and African Languages and Literature 121 (Introduction to Asian and African Literature and Culture).

Astronomy

For courses in astronomy, see Physics.
Biochemistry

For courses in biochemistry, see Medicine (School)–Graduate (School) Basic Science Courses Open to Undergraduates; also see biology and chemistry majors.

Biological Anthropology and Anatomy (BAA)

Associate Professor Churchill, Chair; Assistant Research Professor Digby, Director of Undergraduate Studies; Professors Bassett, Cartmill, Glander, Kay, Simons, Smith, and Terborgh; Associate Professors Alberts, Roth, Schmitt, and Taylor; Assistant Professors Drea, Myers, and Platt; Professor Emeritus Hylander; Associate Research Professor Pope; Assistant Research Professor Wall; Adjunct Professors Larsen and van Schaik; Adjunct Assistant Professors Anderson, Berger, and Williams; Laboratory Research Analyst Johnson; Research Scientist Struhsaker; Research Associates Ankel-Simons, Madden, and Wel; Lecturing Fellow Chatrath; Adjunct Museum Scientist Brink

A major or minor is available in this department.

Biological anthropology and anatomy is an interdisciplinary department centering on the origin and evolution of human beings and their close biological relatives. The department and its course offerings have three general focuses: primate behavior and ecology, primate paleontology, and functional and comparative anatomy. Significant opportunities for independent research are found at the Duke Primate Center, which houses a unique and diverse range of nonhuman primates, especially prosimians from Madagascar. Advanced students can study original fossils and casts at the Primate Center and in the department’s laboratories in the Medical Center, which also afford opportunities to study comparative anatomy from an adaptive and evolutionary perspective. Students interested in the Primatology Program should be aware that Biological Anthropology and Anatomy 93D is a program requirement. For further information on the Primatology Program contact the program chair at the department.

40. Next of Kin: Understanding the Great Apes. (QID) NS, STS Survey of ape (gibbons, orangutans, chimpanzees, bonobos, and gorillas) morphology, ecology and behavior. Topics include evolutionary history, locomotion, social interactions, mating systems, reproduction, parental care, infanticide, medicinal use of plants, cooperative hunting, alliances, warfare, conflict resolution, and cross-species measures of intelligence. Intended for non-majors. Instructor: Digby or staff. One course.

45. How We Once Did Things. NS, STS The body-machine interface in human history and prehistory. How biological factors have determined the use of tools and weapons, designed clothing, shelters, and water-craft, domesticated animals and arranged farms and cities. Intended for nonmajors and majors. Instructors: Churchill and Vogel. One course. C-L: Biology 45

47. Bodies of Evidence: Introduction to Forensic Anthropology. (QID) NS, STS An introduction to medicolegal anthropology and death investigation. Topics include crime scene protocol and body recovery, basics of osteology, determining time since death, making a personal identification, determining the manner and mode of death, postmortem modification of skeletal remains, protocols for mass disasters, human rights applications, and courtroom testimony. Intended for non-majors. Instructor: Churchill or staff. One course.

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.

50S. FOCUS Program Special Topics. NS Open only to students in the FOCUS Program. Instructor: Staff. One course.

93. Introduction to Biological Anthropology. NS, STS Human behavior and anatomy from an evolutionary perspective. The historical development of pre-Darwinian evolutionary thinking; Darwin's contribution to evolutionary theory; Mendel's work on genetics; modern synthesis framing the study of human origins and behavior in the context of modern evolutionary biology; primate behavior and evolution; a survey of human paleontology and human biology (emphasizing variation and adaptation); the origins of human social organization and culture. Instructor: Staff. One course.

93D. Introduction to Biological Anthropology. NS, STS Same as Biological Anthropology and Anatomy 93 except instruction is provided in lectures and one small laboratory meeting each week. Instructor: Staff. One course.

100. Duke-Administered Study Abroad: Advanced Special Topics in Biological Anthropology and Anatomy. Topics differ by section. Instructor: Staff. One course.

101L. Quaternary Prehistory of Southern Africa. NS, RA combined laboratory and lecture course covering the extant fauna and flora of southern Africa, Quaternary fauna and flora (focusing on the Cornelian and Florisian Land Mammal Ages), paleoenvironmental reconstruction, MSA archeology, dating methods applicable to the Quaternary, and Quaternary geology. Taught in South Africa (summer program) with guest lectures by South African archeologists, palynologists, and geologists. Labs emphasizing work with recent and fossil faunal material and with Middle Stone Age artifacts. Prerequisite: Biological Anthropology and Anatomy 93. Instructor: Berger, Brink, or Churchill. One course.

102L. Paleoanthropological Field Methods. NS, RA hands-on program of instruction covering methods of maintaining archeological provenance (grid systems, stratigraphic reconstruction, point provenancing techniques, and field recording), use of mapping technology (infrared theodolite and global positioning systems, with an overview of geographic information systems), working with topographic maps and aerial photos, recording of geological profiles, recovery and preparation of fossils, and basic identification of animal fossils and stone tools. Taught in the field in South Africa during the summer. Prerequisite: Biological Anthropology and Anatomy 93. Instructor: Berger, Brink, or Churchill. One course.

111. Dance Science: An Evolutionary Approach to Functional Anatomy. (QID) ALP, NS, R Human skeletal and muscular anatomy taught from an evolutionary perspective. Focus on anatomy relevant to dancers and other performing artists. Taught in both studio and laboratory settings. Students participate in original research on posture and movement. Consent of instructor required. Instructors: Williams and Schmitt. One course. C-L: Dance 111

132. Human Evolution. NS Evolutionary biology of the hominidae. Anatomical and behavioral adaptations and phylogeny of fossils and living primates including Homo sapiens. Prerequisite: Biological Anthropology and Anatomy 93 or equivalent. Instructor: Churchill, Simons, or staff. One course.

132S. Human Evolution Seminar. NS, WA writing-intensive seminar version of Biological Anthropology and Anatomy 132. Prerequisite: Biological Anthropology and Anatomy 93 or equivalent. Instructor: Churchill, Simons, or staff. One course.

133L. The Human Body. NS Human gross anatomy seen from a functional and evolutionary perspective. Laboratory involving study of prosected cadavers and other anatomical preparations. Prerequisite: Biological Anthropology and Anatomy 93. Instructor: Cartmill or staff. One course.

134L. Anthropology of the Skeleton. NS An introduction to the basics of human osteological analysis. Identification and siding of all the bones of the human body and the major osteological landmarks on each bone; basics of bone histology, development and growth; and fundamentals of anthropological analysis of human skeletal remains (archeological treatment of burials; determination of gender, populational affinities,
135. Human Functional Anatomy. NS Basics of functional morphology (including elementary biomechanics), an overview of connective tissue structure and mechanics, and a systematic overview (from head to toe) of human anatomy from a functional perspective. Emphasis on connective and other tissues involved in functioning of the musculoskeletal system (primarily bone, cartilage, tendons, ligaments, and muscle). Prerequisite: Biological Anthropology and Anatomy 93 or Biology 25L. Instructor: Churchill. One course.

136. Human Biology. NS An introduction to human biology from an evolutionary perspective. Focus on biological variability and its genetic and ecological underpinnings, with an emphasis on modern human variation and adaptation. Principles of heredity, development, evolution, adaptation, population growth and regulation, and epidemics; examples from various human populations. Prerequisite: Biological Anthropology and Anatomy 93 or Biology 25L. Instructor: Churchill. One course.

137. Ecology and Adaptation of Hunters and Gatherers. CCI, NS The ecology of extant and extinct foraging societies; focus on human behavioral solutions to subsistence problems associated with different environments (tropical/neotropical forest, boreal forest, coastal, arctic, grassland/savannah, desert). Topics include edible resource distribution in varied environments and its relationship to mobility and subsistence strategies in modern hunter-gatherers; and the archeological and fossil evidence for the evolution of human subsistence behavior. Prerequisite: Biological Anthropology and Anatomy 93 or Biology 25L. Instructor: Churchill. One course.

143. Primate Ecology. (QID) NS The study of ecology using primates as examples. Primate biogeography; biomes, dietary specializations, use of space; plant-animal interactions, community ecology; the concept of the niche and methods used in ecology. The basics of human ecology and the role of ecology in conservation. Includes occasional labs. Instructor: Staff. One course.

144L. Primate Field Biology. (QID) NS, R, W Survey of field methods used to document primate behavior. Laboratory includes observations of free-ranging primates at the Duke Primate Center. Prerequisite: Biological Anthropology and Anatomy 93 or Biology 25L. Instructor: Brockman, Digby, Drea, or Pope. One course.

146. Sociobiology. NS, STS Sociobiological theory reviewed and applied to the social behavior of nonhuman primates, hominids, and humans. Prerequisite: Biological Anthropology and Anatomy 93. Instructor: van Schaik. One course.

146S. Sociobiology Seminar. NS, STS Sociobiological theory reviewed and applied to the social behavior of nonhuman primates, hominids, and humans. A writing-intensive seminar version of Biological Anthropology and Anatomy 146. Prerequisite: Biological Anthropology and Anatomy 93. Instructor: van Schaik. One course.


171. Primate Sexuality. NS, STS A comparative and integrative study of primate sex and reproduction. The material is presented in three sections: the first focuses on primate social organization, mating systems, and reproductive strategies; the second focuses on the endocrine system and behavioral endocrinology; and; the third focuses on sexual differentiation of morphology, brain and behavior. In each section, this course places human sexuality within the broader context of the primate order. Prerequisites: Biological Anthropology and Anatomy 93(D) or Biology 25L. Instructor: Drea. One course. C-L: Biology 171

172L. Primate Anatomy. NS, W The comparative anatomy of primates from the perspective of adaptation and phylogeny. Laboratory includes some dissection or
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prosection of human and nonhuman primates. Prerequisite: Biological Anthropology and Anatomy 93. Instructor: Kay or staff. One course.

173L. The Primate Skeleton. (QID) NS, R The osteology of modern and fossil primates. Focus on skeletal anatomy relevant to primate evolution. Primate systematics, the anatomy of bone, the primate fossil record, and the comparative method. Prerequisite: Biological Anthropology and Anatomy 93. Instructor: Williams or staff. One course.

180. Current Issues in Biological Anthropology and Anatomy. NS Selected topics in methodology, theory, or area. Instructor: Staff. One course.

180L. Current Issues in Biological Anthropology and Anatomy. NS Same as Biological Anthropology and Anatomy 180 except in laboratory format. Instructor: Staff. One course.

180S. Current Issues in Biological Anthropology and Anatomy. NS Same as Biological Anthropology and Anatomy 180 except in seminar format. Instructor: Staff. One course.

183S. Primate Social Complexity and the Evolution of Intelligence. NS, R Social life of primates, with a focus on cognitive implications of social complexity. Primary emphasis on how social organization and social behavior influence the acquisition, expression, and transmission of information or knowledge. Topics include tool use and causality; discrimination and insight learning; social influences on learning (for example, facilitation, inhibition, observation, imitation); knowledge of the social domain (individual recognition, kinship, hierarchies); coalitions, alliances, cooperation, and reciprocity; social conflict and reconciliation; traditions and cultural transmission; vocal and gestural communication; tactical deception and social manipulation; visual monitoring; intentionality; and instruction. Instructor: Drea. One course.

192. Tutorial in Biological Anthropology. Directed reading, tutorial, or individual project in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or other approved product. Typically involves substantial library research, regular discussion with the faculty supervisor, and the production of a review paper that seeks to thoughtfully analyze, critique, and synthesize the literature on a previously approved topic. Open only to qualified juniors and seniors, who, before being given permission to register, must submit to the faculty advisor a written proposal outlining the area of study and listing the goals and meeting schedule. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

193. Research Independent Study. R Individual research in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open only to qualified juniors and seniors, who, before being given permission to register, must submit to the faculty advisor a written proposal outlining the area of study and listing the goals and meeting schedule. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

195S. Senior Seminar. Prerequisites: BAA 93, a 100-level course in biological anthropology and anatomy, and consent of director of undergraduate studies. Instructor: Staff. One course.

196S. Senior Seminar. Prerequisites: BAA 93, a 100-level course in biological anthropology and anatomy, and consent of director of undergraduate studies. Instructor: Staff. One course.

For Seniors and Graduates

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

243S. Comparative Primate Ecology. NS, R Advanced readings and discussion of current papers and monographs in primate ecology with special emphasis on comparative studies. Prerequisites: Biological Anthropology and Anatomy 93, Biological Anthropology and Anatomy 143 recommended. Instructor: Glander or staff. One course.

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

245S. Primate Social Evolution. NS, R Ecological determinants of, and biological constraints on, social strategies and systems, with an emphasis on primates. Prerequisite: Biological Anthropology and Anatomy 93 and 143 or 144L or 146; or consent of instructor. Instructor:Staff. One course.

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


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

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

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

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

281L. Special Topics Laboratory. NS Special topics in methodology, theory, or area. Consent of instructor required. Instructor: Staff. One course.
281S. Seminar in Selected Topics. NS Special topics in methodology, theory, or area. Consent of instructor required. Instructor: Staff. One course.

287S. Macroevolution. NS One course. C-L: see Biology 287S

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

COURSES CURRENTLY UNSCHEDULED
184. Primate and Tropical Forest Conservation. NS
185. Current Issues in Primatology. NS
233S. Nature and Nurture in Animal and Human Development. (QID) NS, STS
238S. Functional and Evolutionary Morphology of Primates. NS
248S. Evolution of Mammals. NS
292S. Topics in Morphology and Evolution. NS
293. Evolutionary Theory. NS
294. Evolutionary Theory. NS

THE MAJOR

For the A.B. Degree
Prerequisite. Biological Anthropology and Anatomy 93 or 93D.
Corequisites. Biology 25L or equivalent.
Major Requirements. Nine courses are required, not including the above prerequisites and corequisites, distributed in the following manner:

- Biological Anthropology and Anatomy 132.
- At least four courses numbered 100 or above selected from the Biological Anthropology and Anatomy present course listings.
- At least four other courses numbered 100 or above in Biological Anthropology and Anatomy or approved courses numbered 100 or above in other social and biological sciences departments (for example, Biology 108L, 110L, 120, 201L, 201S, 215, 234S, 237L, and 287S; Cultural Anthropology 100, 114, 125, and 145; Earth and Ocean Sciences 145 and 172L; Psychology 111, 112, 139, and 150S).

For the B.S. Degree
Prerequisite. Biological Anthropology and Anatomy 93 or 93D.
Corequisites. Biology 25L or equivalent; Chemistry 11L and 12L or 21L and 22L, and 151L; Mathematics 31 and 32; Physics 51L and 52L, or 53L and 54L.
Major Requirements. Eight courses numbered 100 or above are required in the biological and geological sciences, not including the above prerequisites and corequisites. Of these eight courses, at least five courses must be selected from the biological anthropology and anatomy present course listings; up to three courses in other biological sciences, psychology, or earth and ocean sciences, approved by the advisor. One of these eight courses must include related laboratory/field experience; an independent study course or the research internship or seminar in primatology may be counted toward the field experience requirement, if appropriate. At least one of the courses must concern statistics or quantitative methods (Biological Anthropology and Anatomy 250, Statistics 100 level or Psychology 117, or equivalent). At least two of these eight courses must be at the 200 level. Some courses in earth and ocean sciences are strongly encouraged for students with interests in paleontology.

Departmental Graduation with Distinction
Students must be ranked in the top 25 percent of Biological Anthropology and Anatomy majors, as determined by G.P.A., both at the time of application and at the time
of graduation, to be eligible to participate in special work leading to graduation with distinction in Biological Anthropology and Anatomy. Students must submit a brief (one- to two-paragraph) description of the honors project, the names of the faculty comprising the examination committee, and the signature of the student's faculty mentor to the director of undergraduate studies secretary by the end of the first week of classes of the student's next-to-last semester (e.g., fall semester for May graduates). The examination committee should consist of three faculty members, at least two of whom are in the department of Biological Anthropology and Anatomy. Students normally prepare their papers in independent studies over the course of the senior year working in close collaboration with their committees.

Students working towards a Certificate in Primatology whose G.P.A.'s qualify them for graduation with distinction may receive both. In order to do so, the research project completed during Primatology 186S and Primatology 187S must be presented to the student's committee. Students pursuing both a Certificate in Primatology and graduation with distinction are advised to work closely with their honors committee during the design and implementation of their certificate research.

THE MINOR
Requirements. Biological Anthropology and Anatomy 93 or 93D; one course (from approved list) in comparative anatomy or paleontology; one course (from approved list) in behavior and ecology; two elective courses, numbered 100 or above, in biological anthropology and anatomy. The director of undergraduate studies may approve other courses to satisfy requirements in the two subfields.

Biology (BIOLOGY)
Professor Benfey, Chair; Associate Professor Wray, Director of Undergraduate Studies; Lecturer Grunwald, Associate Director of Undergraduate Studies; Professors Barber (NSEE), Brandon (philosophy), Christensen (NSEE), Clark, Crowder (NSEE), Dong, Forward (NSEE), Jackson, Kiehart, Kirby (pediatrics), McClay, Nicklas, H. Nijhout, Nowicki, Ramus (NSEE), Raisher, Reynolds, Schlesinger (NSEE), Shaw, Siedow, Smith, Staddon (psychology and brain sciences), Terborgh (NSEE), Uyenoyama, Van Schaik (biological anthropology and anatomy), Vilgalys, Vogel, White, and Wilbur; Associate Professors Alberts, Bjoøøvee, Cunningham, , Fehon, Manos, McShea, Morris, Rittschof (NSEE), Roth, Sun, Willis, and Wilson; Assistant Professors Bernhardt, Drea (biological anthropology and anatomy), Haase, Johnsen, Lutzoni, Magwene, Pei, and Pryer; Professors Emeriti Anderson, Boynton, Fluke, Gillham, Gregg, Helmers, Klopfier, Knoer (NSEE), Schmidt-Nielsen, Searles, Stone, Strain, Wainwright, and Ward; Associate Professor of the Practice Motten; Assistant Professors of the Practice Armaleo, Broverman, Lemons, and Mercer; Research Professors Livingstone, Tucker, and Wright; Adjunct Professors Antonovics, Eubanks, Funk, Kohorn, Kress, Mitchell-Olds, Osmond, Peet, Rogers, Willard, and Wagner; Adjunct Associate Professors DePriest, Kostyu, Lacey, M. Nijhout, and Zimmer; Adjunct Assistant Professors Gastreich and Matlock; Adjunct Professor of the Practice Hartshorn; Adjunct Assistant Professor of the Practice Deinert; Instructors Eason, Hill, Hyman, Perz-Edwards, and Reid; Senior Research Scientist Culberson

A major and a minor are available in biology.

The biology major and minor and biology courses in a variety of areas are offered by the Department of Biology. Additional courses in the biological sciences are offered by the Departments of Biological Anthropology and Anatomy, Chemistry, and Psychology in Trinity College of Arts and Sciences; by the basic sciences departments in the School of Medicine; and by the Pratt School of Engineering and the Nicholas School of the Environment and Earth Sciences.

Biology 25L constitutes the normal introductory course for students planning to major in the biological sciences and is a prerequisite for intermediate and advanced
courses in biology. For non-majors, this course may count for the area requirement in
the natural sciences. Biology 19 also meets the introductory requirement by advanced
placement and Biology 20L by transfer credit. Biology 26L (A or B) constitutes the
second semester of the typical introductory sequence (following Biology 25L) and
satisfies the prerequisite requirement for students planning to major in biology (see
below).

10L. Marine Biology. EI, NS, STS Physical and chemical aspects of estuarine and
marine ecosystems and environments. Functional adaptations of marine organisms and
the role of man and society on the ecosystems. Includes field trips to local environments
with an emphasis on impacted environments and their relation to societal activity and
policy. For students not majoring in natural sciences. (Given at Beaufort.) Instructor:
Staff. One course. C-L: Marine Sciences

19. General Biology. Credit for Advanced Placement on the basis of the College Board
Examination in biology. Equivalent to Biology 25L as prerequisite. One course.

20L. Introductory Biology. NS Credit for introductory biology by transfer of college-
level work not corresponding to Biology 25L in content, but including laboratory work.
May be counted toward Natural Sciences Area of Knowledge. Equivalent to Biology 25L
as prerequisite. One course.

25L. Principles of Biology. NS Introductory course for students planning to major in
biology and for students in other majors intending to pursue a postgraduate degree in
the life sciences. Provides an integrated overview of biology, covering basic principles
in cell and molecular biology, energy transport, development, physiology, genetics,
microevolution, macroevolution, and ecology. Instructors: Lemons, Nowicki, and
Willis. One course.

26AL. Diversity of Life. NS Broadly integrated survey of biological diversity, including
prokaryotes and the eukaryotic kingdoms Protista, Plantae, Fungi, and Animalia, from
an evolutionary and functional perspective. Emphasis on phylogenetic relationships for
examining distinctive characteristics of kingdoms and major groups within kingdoms.
Laboratory exercises coordinated with lectures with emphasis on live material to
present ecological and functional anatomical features of representative taxa. Field trips
to distinctive habitats in North Carolina. May be taken before Biology 25L. Not open to
students who have taken Biology 26BL. Instructor: Motten. One course.

26BL. Defining Moments in Organismal Evolution. NS The evolution of organismal
diversity can be viewed as a series of important events through time. Defining moments
include the evolution of photosynthesis, eukaryotic life, sexual recombination, variation
in life-history, and multicellularity. Examples from the five kingdoms considered in a
phylogenetic context. Historical relationships among organisms discussed using
evidence from morphology, gene sequences, and biogeography. Laboratory includes
inventory of organismal diversity and practical exercises to study historical
relationships. Not open to students who have taken Biology 26A,L. Instructors:
Cunningham and Manos. One course.

42. Life's Beginnings. (QID) NS, STS Cells, molecules, and evolution from the start.
The origin and evolution of life on earth as a case study in science, as a human enterprise,
and as a way of knowing. Intended for non-biology majors. Instructor: Mercer. One
course.

43D. Ecology and Society. NS, STS Ecological concepts and their application to global
change issues, biological conservation, and human society. Intended for non-science
majors. Instructor: Reid. One course.

44. Evolution and Society. (QID) NS, STS Examines the differing views of man's place
in the natural world before and after publication of On the Origin of Species. Reconstructs
the evidence that led Darwin to the idea of natural selection. Critically tests the tenets
of the theory of evolution. Explores the role of evolutionary thinking in contemporary

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society and the consequences of its applications. Intended for non-biology majors. Instructor: Broverman. One course.

45. How We Once Did Things. NS, STS One course. C-L: see Biological Anthropology and Anatomy 45

46. AIDS and Other Emerging Diseases. (QID) NS, STS Explores the interaction of biology and culture in creating and defining diseases through an investigation of acquired immunodeficiency syndrome (AIDS) and other emerging diseases: molecular biology; biology of transmission and infection; the role of people and culture in the evolution of infectious diseases; reasons for the geographic variations in disease. The inductive-deductive methodology of science is both used to develop and test hypotheses as well as examined itself as an analytical tool. Intended for nonmajors. Instructor: Broverman. One course.

46B. AIDS and Other Emerging Diseases: Focus on Kenya. (QID) NS, R, STS Same as Biology 46 with added research project of developing a digital textbook on HIV/AIDS in collaboration with students and faculty in Kenya tailored to the needs of African universities. Students learn library research skills as they collect primary literature and images, and write reviews and analyses. Instructor: Broverman. One course.

46D. AIDS and Other Emerging Diseases. (QID) EI, NS, STS Same as Biology 46 except instruction provided in lectures plus one discussion section, and twenty hours of service-learning required. Discussion topics include: social perceptions of disease; disease and victimization; the role of poverty; gender and social marginalization in disease risk; ethics of drug development, utilization, and pricing; role of and need for volunteer agencies in public health; potential conflicts between civil rights and public health. Instructor: Broverman. One course.

47. The Biology of Dinosaurs. (QID) NS, STS Introduction to the history of ideas about the anatomy, diversity, behavior, reproduction, and ecology of dinosaurs and their relatives. The historical and social contexts of important scientific discoveries and controversies. Controversies and current research used to illustrate the scientific method as a way of learning about the natural world. Topics such as plate tectonics, the age of the earth, natural selection, and parental care in dinosaurs illustrating how scientists draw upon observation and experiment to frame, test, and refine hypotheses. Intended for nonmajors. Instructor: Wray. One course.

48. Genetics & Society: Implications for the 21st Century. (QID) NS, STS Introduction to the principles of both classical and molecular genetics with an emphasis on genetic advances and their social and ethical implications. Basic topics including genetic transmission, genome organization, and gene expression will be interwoven with contemporary genetic issues such as genetically modified crops, gene therapy and genetic testing. A working knowledge of genetics to be developed and applied to understanding and debating present and future societal concerns related to advances in genetics. Intended for non-Biology majors. Not open to students who have taken Biology 118. Instructor: Hill. One course.

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.

52. Duke-Administered Study Abroad: Special Topics in Biology. NS Topics differ by section. Instructor: Staff. One course.

53. The Dynamic Oceans. (QID) NS, STS One course. C-L: see Earth and Ocean Sciences 12

90. Plants and Human Use. NS, STS Historical and present interactions between humans and plants like coffee, tea, sugar, opium, pepper, potato and hemp, illustrating major changes in human civilization and cultures as a result. Social economic, trade, exploration, spiritual, medicinal, and plant structural and chemical reasons underlying the pivotal roles certain plant species have played in the development of human culture.
and technology. Case studies of different plant commodities (products) revealing these biological and historical interactions. For nonmajors. Instructor: Pryer. One course.


93S. FOCUS Program Topics in Biology. NS Open only to students in the FOCUS Program; for first-year students with consent of instructor. Instructor: Staff. One course.

101. Biogeography in an Australian Context. NS, STS Distribution of plants and animals in space and time as determined by the interaction of geophysics, geology, climate, and evolutionary history. Special emphasis on the unique terrestrial and marine faunas and floras of the Australian continent and on the impact of humans on the distribution of these plants and animals. Instructor: Staff. One course.


103L. General Microbiology. NS Classical and modern principles of the structure, physiology, and genetics of microorganisms and their roles in human affairs. Prerequisite: one course in a biological science or consent of instructor. Instructor: Dong, Siedow, or Vilgalys. One course.


108L. Comparative Anatomy of the Vertebrates. NS The structure, function and evolution of the vertebrate body. Emphasis on understanding the functional, evolutionary and developmental basis for the similarities and differences observed among living vertebrates. Laboratories examining specific problems in the evolution of major organ systems through dissection, comparison and analysis of functional data. Instructor: Smith. One course.

109. Conservation Biology and Policy. EI, NS, STS Introduction to the key concepts of ecology and policy relevant to conservation issues at the population to ecosystems level. Focus on the origin and maintenance of biodiversity and conservation applications from both the biology and policy perspectives (for example, endangered species, captive breeding, reserve design, habitat fragmentation, ecosystem restoration/ rehabilitation). (Given at Beaufort.) Prerequisites: introductory biology; suggested: a policy and/or introductory ecology course. Instructors: Crowder (Beaufort) and Rubenstein (visiting summer faculty). One course. C-L: Marine Sciences

110L. Ecology. (QID) NS, R Physical, chemical, and biological processes that determine the distribution and abundance of plants and animals, emphasizing physiological responses, population dynamics, species interaction, biogeography, nutrient cycling, and energy flow through food webs. Laboratory includes fieldwork. Prerequisites: Biology 25L and Mathematics 31. Instructor: Morris, Reid, or Wilson. One course.

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111. Principles of Animal Morphology. NS, R Animal structure, from three different perspectives: (1) function, (2) development, and, (3) evolution. Recommended: a course in animal diversity (Biology 26A,L, 26B,L, or 176L). Instructor: Roth. One course.

114L. Biological Oceanography. (QID) NS, R Physical, chemical, and biological processes of the oceans, emphasizing factors controlling distribution and abundances of organisms. The theory, methods, and limitations of biological oceanographic research. The laboratory teaches quantitative methods, experimental design, data acquisition, data processing, and data analysis and culminates in a research cruise where the students organize into a scientific party. One course (spring); one and one-half courses (summer). (Given at Beaufort and Bermuda.) Prerequisite: Biology 25L. Instructors: Ramus or staff (Beaufort); Lipschultz and Schnetzer (Bermuda). Variable credit. C-L: Marine Sciences

118. Principles of Genetics and Cell Biology I. NS, STS Explores flow of information from gene to phenotype. Social implications of modern genetic analysis and the genomic revolution. Topics include: organization and stability of genomes from bacteria to higher vertebrates (humans), conversion of the linear genetic code into a functioning organism, classical transmission (Mendelian) genetics and its relevance to human hereditary disorders, content of the genome and social implications of genetic knowledge including issues of genetic privacy, eugenics, genetically modified organisms, and cloning. Prerequisites: Biology 25L and Chemistry 12L or 22L. Instructor: Bejsovec, Grunwald, or Staff. One course.

119. Principles of Genetics and Cell Biology II. NS The role of genes and proteins in mediating basic cellular and developmental processes. Topics include: structure and function of cellular membranes and organelles; protein targeting and transport; signal transduction; role of the cytoskeleton in cell shape and motility; function of the immune system; genetic regulation of cell growth/ division and the relationship to cancer; genetic control of developmental processes. Prerequisite: Biology 118. Instructor: Fehon, Kiehart, or Perz-Edwards. One course.


121. Evolution of Animal Form. NS, R, W A survey of the history of animal life focusing on major revolutions in design such as the Cambrian explosion, the Mesozoic radiation of dinosaurs, and the Cenozoic radiation of mammals. Exploration of three views of form: the Darwinian view which stresses function; the historicist view which emphasizes historical accident; and the structuralist view that form is mainly the result of fixed mathematical relationships. The different ways in which each view applies the comparative method. Prerequisite: Biology 25L. Instructor: McShea. One course.

121A. The Evolution of Animal Form. NS Same subject content as Biology 121 but does not satisfy the requirement for a Writing Intensive (W) or Research Intensive (R) course. Instructor: Staff. One course.

122. Population Genetics. (QID) NS Use of genetic sequence analysis to examine aspects of natural populations of humans and other organisms in the past and present. Topics include molecular phylogenetics; the origin, maintenance, and loss of major features of evolution; the evolutionary process at the molecular level; reconstruction of human origins and paleohistory; and genetic information in forensic studies. Prerequisite: Biology 25L or equivalent. Instructor: Uyenoyama. One course.

123. Analysis of Ocean Ecosystems. NS The history, utility, and heuristic value of the ecosystem; ocean systems in the context of Odum's ecosystem concept; structure and function of the earth's major ecosystems. (Given at Beaufort.) Prerequisite: one year of biology, one year of chemistry, or consent of instructor. Instructor: Barber. One course. C-L: Marine Sciences
124. Molecular Evolution. (QID) NS Evolutionary dynamics of genes in populations, molecular phylogenetics, evolutionary pattern and process at the molecular level and some of their consequences for organism-level evolution. Evolution of genomes, gene families, gene function, regulatory genes, and of developmental control genes. Prerequisite: Biology 25L or equivalent. Instructor: Mercer. One course.

125L. Biology and Conservation of Sea Turtles. NS, STS Biology including the anatomy, physiology, behavior, life histories, and population dynamics of sea turtles linked to conservation issues and management. Focus on threatened and endangered sea turtle species, with special attention to science and policy issues in United States waters. Includes field experience with the animals and with their habitat requirements. Sea turtle assessment and recovery efforts, fishery-turtle interactions, population modeling and state/national/international management efforts. Students are encouraged to enroll for Biology 109 Conservation Biology and Policy concurrently. (Given at Beaufort.) Prerequisite: introductory biology. Instructor: Crowder, Wyneken (visiting summer faculty), or staff. One course. C-L: Marine Sciences

126. Marine Mammals. (QID) NS, STS The biology of cetaceans, pinnipeds, sirenians, and sea otters. Topics covered include the diversity, evolution, ecology, and behavior of marine mammals and their interactions with humans. Detailed consideration given to the adaptations that allow these mammals to live in the sea. Evaluation of the scientific, ethical, and aesthetic factors influencing societal attitudes toward these animals and of their conservation management in light of domestic legislation and international treaties. (Given at Beaufort.) Prerequisite: introductory biology. Instructor: Read or staff. One course. C-L: Marine Sciences

126L. Marine Mammals. (QID) NS, R, STS Laboratory version of Biology 126. Laboratory and field exercises consider social organization, behavior, ecology, communication, and anatomy of local bottlenose dolphins. (Given at Beaufort.) Prerequisite: introductory biology. Instructor: Read or staff. One course. C-L: Marine Sciences

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

132S. Marine Biodiversity. (QID) NS Marine biodiversity in the context of theoretical ecology and environmental physiology. Topics include methods for quantifying and evaluating diversity and biological diversity in major marine habitats. Primary literature examples focus on quantifying human impacts and developing conservation measures. (Given at Bermuda.) Prerequisite: introductory biology. Instructor: Coates (Bermuda). Half course. C-L: Marine Sciences

133S. Molecular Approaches to Questions of Physiology, Ecology, and Evolution in the Marine Environment. NS Techniques of molecular biology as they relate to physiological, ecological, and evolutionary questions. Examples from the subcellular to global scale taken from classic and contemporary readings from the primary scientific literature. Each participant in the course presents a critical analysis of the literature on a chosen subject. (Given at Bermuda.) Prerequisite: introductory biology. Instructor: Trapido-Rosenthal. Half course. C-L: Environment 133S, Marine Sciences

134. Fundamentals of Tropical Biology. NS Conceptual themes in ecology, emphasizing tropical organisms and ecosystems. Topics range from behavioral and physiological adaptation of individuals to processes and patterns in diverse
assemblages, including: mutualism and parasitism in the tropics, competition and the structure of tropical guilds, pollination ecology, forest dynamics and gap-phase regeneration, island biogeography and the design of biological reserves, and evolutionary processes responsible for promoting high tropical biodiversity. (Taught in Las Cruces, Costa Rica.) Prerequisite: Biology 25L or equivalent. Instructor: Gastreich. One course.

134L. Fundamentals of Tropical Biology. NS Laboratory version of Biology 134. Field activities and independent field research projects. (Taught in Las Cruces, Costa Rica, summer). Prerequisite: Biology 25L or equivalent. Instructor: Gastreich. One course. C-L: Latin American Studies

135L. Research Methods in Tropical Biology. NS, R Field-based course stressing student design and implementation of ecological projects in tropical habitats. Introduces basic concepts in statistical populations, sampling techniques, and experimental design and hypothesis testing. Topics include: measuring abiotic micro- and macroclimatic variables; estimating population abundance and distribution; performing demographic and life history analyses; investigating mutualistic, competitive, and predator-prey coevolutionary processes; and measuring patterns of species diversity. Demonstrates different ecological zones. (Taught in Las Cruces, Costa Rica.) Prerequisite: Biology 25L or equivalent. Instructor: Staff. One course. C-L: Latin American Studies

136L. Introduction to Field Ethnobiology. NS, STS Four-week summer course in Costa Rica on the scientific study of subsistence, medicinal, ceremonial, and esthetic use of plants and animals by human societies. Lectures and demonstrations in San José. Travel to southern Costa Rica to learn the use of resources in contrasting communities including Zancudo coastal community, Abrojos Guaymi Indian Reservation, and Guatil, a Chorotega Indian village. Offered by the Organization for Tropical Studies in Costa Rica from mid-July to mid-August. Prerequisites: one semester of biology and Spanish. Instructor: Gómez, Las Cruces Biological Station/Wilson Botanical Garden. One course.

137. South African Ecosystems and Diversity. NS, STS Conceptual themes in ecology emphasizing savannas; also consideration of fynbos, highveld, podocarp forests, coastal and intertidal zones. Topics include climate and geology of South Africa; roles of fire, drought, human presence, invasive species, and herbivores in shaping ecosystems; top-down and bottom-up control of mammalian herbivores; plant pollination and seed dispersal; role of rivers in defining savanna characteristics; origin and maintenance of biodiversity; vertebrate social systems; major research programs in Kruger National Park (taught in Kruger National Park, South Africa). Prerequisite: Biology 25L or equivalent. Instructor: McClearn. One course.

138L. Field Research in Savanna Ecology. (QID) NS, R, W Field-based course stressing student design and implementation of research projects in savanna ecosystems. Introduces basic concepts in experimental design and hypothesis testing, long-term monitoring, sampling techniques, parametric and nonparametric analysis. Each student will participate in several faculty-led research projects. In addition, students in small groups will design independent projects, consult with faculty, collect and analyze data, and make oral and written presentations of their results. Each student will work on two of these independent projects. (Taught in Kruger National Park, South Africa) Prerequisite: Biology 25L or equivalent. Instructor: Staff. One course.

140L. Plant Diversity. NS Major groups of living plants, their evolutionary origins and phylogenetic relationships. Fee for field trip. Prerequisite: Biology 25L or equivalent. Instructor: Shaw. One course.

141L. Plant Communities of North Carolina. NS Overview of plant communities in the mountains, piedmont, and costal plain of North Carolina, primarily through field trips.
The dominant native plants of each community; the biology and identification of important invasive species. Required weekend field trip to the mountains, and several weekend daytrips. Prerequisite: Biology 25 or equivalent. Instructors: Manos and Shaw. One course.

142L. Plant Systematics and Evolution. NS, STS Plants as providers of food, shelter, and medicine and as one of evolution's great success stories. Phylogenetic principles and methods of analysis used to recognize major families of vascular plants. Flowering plants and the evolution of floral form and function, pollination, and breeding systems. Sources of taxonomic evidence including morphology, anatomy, and DNA. Both traditional and modern identification tools. The interdisciplinary nature of plant systematics and its importance in modern society. Field trips. Instructors: Lutzoni, Manos, and Pryer. One course.

144L. Comparative Anatomy of Vascular Plants. NS, R A comparative study of basic cell types, tissues, and organs of vascular plants. Correlation of anatomical information with pertinent literature, application of anatomy to problems in systematics and evolution, and the interrelationship between structure and function. Special emphasis on individual research which utilizes the data and techniques of the course and results in a major original research paper and oral presentation. Prerequisite: one year of biology or consent of instructor. Instructor: White. One course.

149. Comparative Biomechanics. (QID) NS The structure and operation of organisms in relation to the quantitative mechanics of solids and fluids. Instructor: Vogel. One course.

150L. Physiology of Marine Animals. (QID) NS, R, W Comparative physiology of estuarine and marine animals. Physics and chemistry of estuarine and marine environments and physiological adaptations of animal residents. Focus on theory, behavioral, and physiological responses of animals to the major environmental drivers of temperature, salinity, oxygen, and light. Lectures and laboratories illustrating the approaches and methodology, analysis techniques, and written reporting of classical environmental physiology research. One course (fall); one and one-half courses (summer). (Given at Beaufort.) Prerequisites: Biology 25L and Chemistry 12L or 22L. Instructor: Forward. Variable credit. C-L: Marine Sciences

151L. Biochemistry of Marine Animals. (QID) NS, R, W The molecular basis of behavioral and physiological responses of organisms. Evolution of molecular endocrinology and signal transduction pathways. Focus on the theory and research methodology used to study the evolution of molecular signaling and control systems. Research projects using local invertebrates to study behavioral and physiological responses to environmental signals. Field trips include night walks in local environments and marine fossil expeditions to local strip mines involved with production of fertilizer, food additives, cement, and gravel. One course (fall); one and
one-half courses (summer). (Given at Beaufort.) Prerequisites: Biology 25L; and Chemistry 11L and 12L, or 21L and 22L. Instructor: Rittschof. Variable credit. C-L: Marine Sciences

156L. Sensory Physiology and Behavior of Marine Animals. (QID) NS, R, W Sensory physiological principles with emphasis on visual and chemical cues. Laboratories will use behavior to measure physiological processes. (Given at Beaufort.) Prerequisites: Biology 25L and Chemistry 12L. Instructor: Rittschof. One course. C-L: Marine Sciences

166. Evolution of Animal Behavior. NS, R, STS, W How animal behavior is shaped by natural selection, historical factors, and ecological constraints. These factors considered in the context of mating systems, parental care, foraging, and other current issues in behavior. Prerequisite: Biology 25L. Instructor: Alberts. One course.

168. Comparative Psychology. NS One course. C-L: see Psychology 120

171. Primate Sexuality. NS, STS One course. C-L: see Biological Anthropology and Anatomy 171

174. Philosophy of Biology. CZ, NS, R, STS One course. C-L: see Philosophy 114

176A.L. Marine Invertebrate Zoology. NS, R Structure, function, and development of invertebrates collected from estuarine and marine habitats. Not open to students who have taken Biology 274L. One course (fall, spring, and Summer Term II); one and one-half courses (Summer Term I). (Given at Beaufort fall, spring, and summer.) Prerequisite: Biology 25L. Instructors: Dimock (Beaufort) or Kirby-Smith (Beaufort). Variable credit. C-L: Marine Sciences

176B.L. Marine Invertebrate Zoology. NS Structure, function and development of invertebrates collected from estuarine and marine habitat. Not open to students who have taken Biology 274L. (Given at Bermuda, spring.) Prerequisite: Biology 25L Instructors: Barnes and Coates (Bermuda). One course. C-L: Marine Sciences

184L. Experimental Cell and Molecular Biology. NS, R, W Experimental approaches to contemporary questions in cell and molecular biology. Practical laboratory training in molecular genetics, protein chemistry and other methods used in the rapidly developing field of biotechnology. Experiments include cloning and sequencing genes, characterizing gene regulation and exploring protein structure/ function relationships and subcellular localization. Prerequisite: Biology 118 or 119. Instructor: Armaleo. One course. C-L: Genetics Program

187. Evolutionary Genetics and Genomics. (QID) NS Basic evolutionary processes including natural selection and genetic drift; quantitative genetics; systematic methods and molecular systematics; evolutionary bioinformatics. Prerequisite: Biology 25L. Instructor: Cunningham, Lutzoni, and Rausher. One course.

190. Research Independent Study. R Individual research and reading in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open to all qualified students with consent of supervising instructor and director of undergraduate studies. A maximum of three courses of 190, 191, 192, 193T, and 197T may count toward the biology major. Instructor: Staff. Half course.

191. Research Independent Study. R Individual research in a field of special interest, under the supervision of a faculty member, the major product of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open to all qualified students with consent of supervising instructor and director of undergraduate studies. A maximum of three courses of 190, 191, 192, 193T, 297, and 298 may count toward the biology major. Instructor: Staff. One course.

192. Research Independent Study. R Continuation of Biology 191. Open to all qualified students with consent of supervising instructor and director of undergraduate studies.

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A maximum of three courses of 190, 191, 192, 193T, 297, and 298 may count toward the biology major. Instructor: Staff. One course.

193T. Tutorial. For junior and senior majors with consent of director of undergraduate studies and supervising instructor. A maximum of three courses of 190, 191, 192, 193T, 297, and 298 may count toward the biology major. Instructor: Staff. One course.

195S. Seminar in Biology. NS Instructor: Staff. One course.

197T. Tutorial. For junior and senior majors with consent of director of undergraduate studies and supervising instructor. A maximum of three courses of 190, 191, 192, 193T, and 197T may count toward the major. Instructor: Staff. Half course.

199S. Current Research in Biology. EI, NS, STS, W Students selected for funding for independent research under the Howard Hughes Fellowship Program write and review research proposals, discuss ethical issues in the conduct of biological and biomedical research, and present and discuss their own research projects. Consent of instructor required. Instructor: Roth. One course.

For Seniors and Graduates

205L. Experiments in Developmental and Molecular Genetics. NS, R Experimental approaches in development and genetics using animal and plant models. Laboratory training in molecular genetics, immunochemistry, microscopy, protein chemistry, and genetic screening. Experiments include immunological localization, in situ hybridization, polymerase chain reaction, genetic screening, embryo micromanipulation, microscopic imaging, and mutant analysis. Prerequisite: Biology 118; recommended, prior or concurrent registration in Biology 119. Instructor: Perz-Edwards and Bejsovec, Dong, Fehon, or McClay. One course.

206S. Controversies in Biology. NS, R, STS A contentious theme for reading, discussion, and an individual or joint paper. Illustrative past topics: the nature of the creative process, causality in biological thought, the lack of political impact of many scientific developments. Open to nonmajors. Instructor: Klopfer. One course.

209L. Field Ecology. NS, R Ecosystem, community and physiological ecology of temperate plants and animals studied through hands-on experimentation. Biological processes as affected by biotic and abiotic interactions. Theory and methods reviewed through discussions; hypothesis formulation, experimental design, data acquisition and processing and data analysis learned through field investigation. Includes several field trips. Prerequisites: Biology 25L, Mathematics 31, Biology 110L, or other course in ecology, or consent of instructor. Instructor: Reid. One course. C-L: Environment 204L


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

214. Biophysics in Cellular and Developmental Biology. (QID) NS One course. C-L: see Physics 214

215. Tropical Ecology. NS, STS One course. C-L: see Environment 217; also C-L: Latin American Studies

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

218L. Barrier Island Ecology. (QID) NS, R One course. C-L: see Environment 218L; also C-L: Marine Sciences

219L. Coastal Ecosystem Processes. (QID) NS One course. C-L: Environment 224L, Marine Sciences

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


234S. Problems in the Philosophy of Biology. NS, STS One course. C-L: see Philosophy 234S


241L. Field Botany. NS Identification and recognition of the vascular flora of the Carolinas. Frequent field trips to representative habitats. Prerequisite: introductory plant identification course or consent of instructor. Instructor: Wilbur. One course.

242L. Field Botany of North Carolina's Wetlands. NS One course. C-L: see Environment 237L

244. Principles of Immunology. NS, R One course. C-L: see Immunology 244

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

251S. Topics in Advanced Animal Physiology. (QID) NS, R, W Journal review of physiology research topics; discussion of research-design considerations. Development of research topic in animal physiology, and independent design of research project. Written proposal and scientific paper, oral presentation required. Peer review of all work. Prerequisite: Biology 151L. Instructors: Eason and Johnsen. One course.

254. Vertebrate and Invertebrate Endocrinology. NS Comparative study of the major pathways of hormonal regulation from the organismal to the molecular level in vertebrate and invertebrate models. Prerequisites: Biology 25L and Chemistry 152L. A biochemistry course recommended as background. Instructor: Rittschof. One course.

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

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

262. Genetic Approaches to the Solution of Biological Problems. One course. C-L: see University Program in Genetics 278; also C-L: Cell and Molecular Biology 278, Molecular Genetics and Microbiology 278

264S. Advanced Topics in Marine Ecology. NS Half course. C-L: see Environment 269S; also C-L: Marine Sciences

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

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

267L. Community Ecology. (QID) NS, R Mechanisms that determine the distribution and abundance of plants and animals: geology, climate, physiography, soils, competition, predation, and history. Lectures focusing on ecological principles developed through mathematical and quantitative methods. Seminars and weekend field trips. Prerequisite: an introductory ecology course. Instructor: Clark. One course.

268L. Ecological Models and Data. (QID) NS Laboratory version of Biology 268/Environment 231. Prerequisites: one year each of calculus and statistics. Instructor: Clark. One course. C-L: Environment 231L, Information Science and Information Studies

269. Advanced Cell Biology. NS, R Mechanisms that regulate events during the cell division cycle, with a focus on DNA replication control and cell cycle machinery. Analysis of experimental approaches addressing fundamental questions. Prerequisites: Biology 118/119. Instructor: Haase. One course.

270S. Genomics and Evolution. (QID) NS, R, STS An exploration of the evolution of genes, genomes, in the context of the mechanisms by which genes affect the traits of individuals. The role of different types of genetic analysis (quantitative genetics, Mendelian genetics, biochemical genetics, developmental genetics) in understanding the inheritance of traits. Social and medical uses and misuses of genetic and genomic information in the context of what can and cannot be deduced from genetic information. Prerequisites: Biology 118, 119, and 120, or 122, or 124. Instructor: Nijhout. Three courses.

271. Biogeochemistry. NS, STS One course. C-L: Earth and Ocean Sciences 272

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

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

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

277S. Foundations of Behavioral Ecology. NS Readings on behavioral ecology, both historical papers and papers from the current literature that represent the most vital areas of research in the discipline. Instructors: Alberts and Nowicki. One course.

278S. Genetic Basis of Behavior. NS The relationship between genotype and behavioral phenotype. Readings from the primary literature, including papers on humans, lab mice, and wild animal populations. Exploration of two philosophical topics: the question of causality in the natural world and the question of determinism in biology. Short research paper required. Instructor: Alberts. One course.

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

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

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

284. Molecular Population Genetics. (QID) NS Genetic mechanisms of evolutionary change at the DNA sequence level. Models of nucleotide and amino acid substitution; linkage disequilibrium and joint evolution of multiple loci; analysis of evolutionary processes, including neutrality, adaptive selection, and hitchhiking; hypothesis testing in molecular evolution; estimation of evolutionary parameters; case histories of molecular evolution. For graduate students and undergraduates with interests in genetics, evolution, or mathematics. Instructor: Uyenoyama. One course.

286. Evolutionary Mechanisms. (QID) NS Population ecology and population genetics of plants and animals. Fitness concepts, life history evolution, mating systems, genetic divergence, and causes and maintenance of genetic diversity. Prerequisites: Biology 25L and 120 or equivalents. Instructors: Rausher and Uyenoyama. One course. C-L: Genetics Program

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


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

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

295S. Seminar. NS Seminar. Consent of instructor required. Instructor: Staff. Variable credit. C-L: Marine Sciences

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

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

COURSES CURRENTLY UNSCHEDULED
139. Ethnobotany. NS, STS
146L. Paleobiology. (QID) NS
216L. Limnology. (QID) NS, R
229S. Paleoecology. NS
232. Microclimatology. NS
268. Ecological Models and Data. (QID) NS
285S. Ecological Genetics. NS
289L. Methods in Morphometrics. (M, QID) QS, R

THE MAJOR
The Bachelor of Arts and the Bachelor of Science degrees are offered with a major in biology or in an individually designed interdepartmental concentration approved by the director of undergraduate studies in biology. Information may be obtained in the office of the director of undergraduate studies.

For the A.B. Degree
This degree program is the general liberal arts major program. Students contemplating a career in biological or biomedical sciences should elect the program leading to the B.S. degree. A minimum of seventeen courses is required for this major.

Prerequisites. Biology 25L and 26L (A or B), or equivalent.

Corequisites. Chemistry 21L and 22L; Mathematics 25L and 26L or 31 or 31 or 31L; plus three science-related courses selected from an approved list of such courses.
Major Requirements. A minimum of eight full courses in at least eight course registrations in the biosciences, not including the above prerequisites and corequisites or courses specified not for science majors; two of these courses must include related laboratory experience at the 100-level or above; one laboratory independent study course may be counted toward the laboratory requirement. The eight courses must include one core course in genetics (Biology 118) and one core course in any three of the following: cellular and developmental biology (Biology 119); organismal structure and function; ecology; and evolution and systematics. These courses are prerequisites to many of the advanced courses in these subject areas. The remaining courses may be elected from among courses numbered 100 or above in Biology; or from approved courses in the basic science departments of the School of Medicine; or from approved courses of a basic biological character in related departments. Six of these eight courses must be in Biology. A maximum of three independent study or tutorial courses may be counted toward the eight course minimum. A maximum of one approved course of a non-biological character may be counted toward the eight course minimum. At least one of these eight courses must be at the 200-level in Biology or an approved alternate. The 200-level requirement may be satisfied by an independent study in the biological sciences at the 200-level. Biochemistry 227 does not satisfy the 200-level requirement. Among the eight courses for the major and the three science-related corequisite courses there must be at least eight full courses at the 100-level or above. The elective courses acceptable for a biology major with an area of concentration (see below) are defined by the requirements for that concentration.

For the B.S. Degree

This is the program in biology for students contemplating a career in biological or biomedical sciences. A minimum of seventeen courses is required for this major.

Prerequisites. Biology 25L and 26L (A or B), or equivalent.

Corequisites. Chemistry 21L and 22L, and Chemistry 151L; Mathematics 31 or 31L and 32 or 32L; Physics 51L or 53L and 52L or 54L. Additional corequisites may be required for particular areas of concentration (see below).

Major Requirements. A minimum of eight full courses in at least eight course registrations in the biosciences, not including the above prerequisites and corequisites or courses specified not for science majors; two of these courses must include related laboratory experience; one laboratory independent study course may be counted toward the laboratory requirement. The eight courses must include one core course in genetics (Biology 118) and one core course in any three of the following: cellular and developmental biology (Biology 119); organismal structure and function; ecology; and evolution and systematics. These courses are prerequisites to many of the advanced courses in these subject areas. The remaining courses may be elected from among courses numbered 100 or above in Biology, or from approved courses in the basic science departments of the School of Medicine, or from approved courses of a basic biological character in related departments. Six of these eight courses must be in Biology. A maximum of three independent study or tutorial courses may be counted toward the eight course minimum. A maximum of one approved course of a non-biological character may be counted toward the eight course minimum. At least one of these eight courses must be at the 200-level in Biology or an approved alternate. The 200-level requirement may be satisfied by an independent study in the biological sciences at the 200-level. Biochemistry 227 does not satisfy the 200-level requirement. The elective courses acceptable for a biology major with an area of concentration (see below) are defined by the requirements for that concentration.

For Areas of Concentration

Students may elect to complete requirements in specified areas of concentration. Currently available areas of concentration in the biology major are: animal behavior, biochemistry, cell and molecular biology, ecology, evolutionary biology, genetics,
marine biology, neuroscience, pharmacology, and plant systematics. For information on areas of concentration see the director of undergraduate studies.

The Negotiated Major

Students with unusual interests in biology may arrange a negotiated concentration of study. After appropriate discussion with departmental faculty, a student may devise a program of study which must be endorsed by two members of the faculty and approved by the director of undergraduate studies. The statement of the proposed program must make clear why the negotiated major is more appropriate than a conventional major. Such a program must be arranged before the start of a student's fifth semester. The only formal limitation on this approach to the major is that it include at least five courses in biology to meet minimum Trinity College requirements.

Departmental Graduation with Distinction

Biology majors who achieve excellence in both their studies and a research based thesis may apply for Graduation with Distinction in Biology. Students may apply if they have a grade point average of 3.0 or above in biology courses, not including independent study, at the time of application. The award of distinction requires the maintenance of this grade point average and completion of an original research project, usually carried out as an independent study in biology (Biology 191, 192, 297, 298) or in an appropriate biological science department at Duke University. The application for distinction must be endorsed by the student's research supervisor. Distinction will be awarded by a three-member faculty committee based on an oral poster presentation and the written thesis. Only a single level of distinction is offered in biology. See the director of undergraduate studies for more details.

THE MINOR

Minor Requirements. Five courses in Biology, which may include Biology 25L or the equivalent and/or Biology 26L (A or B), but not including advanced placement credit (Biology 19); the five courses may be selected from any course numbered 100 or above in Biology. Of these, a minimum of three courses must be at the 100-level or above. These may include a maximum of one approved course of a basic biological character in a related department. A maximum of two independent study or tutorial courses may be counted toward the five courses.

The director of undergraduate studies may approve other courses to satisfy these requirements.

For Areas of Concentration

Students may elect to complete the requirements for the minor in specified areas of concentration. Currently available areas in the biology minor are: animal behavior, cell and molecular biology, ecology, evolutionary biology, genetics, marine biology, plant systematics. Completion of the requirements for an area of concentration will be noted on the student's transcript. For more information on the courses approved for each area of concentration see the director of undergraduate study.

Canadian Studies (CANADIAN)

Professor of the Practice Merkx (sociology), Director; Professors Gereffi (sociology), Goodwin (economics), Healy (environment), Kornberg (political science), O'Barr (cultural anthropology), Smith (sociology), Thompson (history), Tiryakian (sociology), Vidmar (law), and Wood (history); Associate Professor Mayer (public policy studies and political science); Assistant Professors Jonassaint (romance studies) and Shanahan (sociology); Professor Emeriti Cahow (history); Associate Research Professor Keineg (romance studies); Instructor Wittmann (geography)

A second major or a minor is available in this program.

The program in Canadian Studies seeks to provide the student with an understanding of Canada. Students may undertake the program to supplement
another major, or to complete a second major in Canadian Studies, or as part of an interdepartmental concentration, or under Program II. Canadian Studies may also be an area concentration in the comparative area studies major, described elsewhere in this bulletin. See sections below on the program, the major, and the minor. The courses are described in the departmental and interdisciplinary listings.

CANADIAN STUDIES COURSES (CANADIAN)
98. Introduction to Canada. SS History, economy, society, politics, and institutions of Canada. Instructor: Staff. One course. C-L: History 98, Political Science 98, Sociology 98, Comparative Area Studies
100. Duke-Administered Study Abroad: Advanced Special Topics in Canadian Studies. Topics differ by section. Instructor: Staff. One course.
103S. Geography of Canada. CCI, SS A regional geography of Canada; its physical features, topography, climate; the historic economic and social development of the regions; economic and cultural interactions among the regions. Instructor: Staff. One course. C-L: Comparative Area Studies
184S. Canadian Issues. CCI, SS Persistent and current issues facing the Canadian nation-state, among them: cultural and regional political divisions, Indian-Euro-Canadian relations, the development of the Canadian welfare state, Canada's place in the international community and in the world economy. Instructor: Staff. One course. C-L: Cultural Anthropology 184S, History 184S, Political Science 184S, Sociology 184S, Comparative Area Studies

COURSES CURRENTLY UNSCHEDULED
185S. The Canadian Health Care System. EI, SS
282S. Canada. SS

OTHER COURSES
The following courses count as one course in the five required for the minor in Canadian Studies and in the ten required for the major in Canadian Studies. Independent studies may also be arranged with Canadian Studies faculty.
African and African American Studies
138S. Francophone Literature
Asian & African Languages and Literature Studies
168S. Francophone Literature
Cultural Anthropology
110. Advertising and Society: Global Perspective
Economics
265S. International Trade
268S. Current Issues in International and Development Economics
English
120. Advertising and Society: Global Perspective
French
168S. Francophone Literature
169. The Contemporary Novel in French Canada
371. Topics in Migration, Literature, Transnational Writers, and Postnational Literature
History
108D. Across the Great Divides: United States and Canadian Wests in the Nineteenth and Twentieth Centuries
108F. Introduction to North America
119. Native American History: Indians in North America
North American Studies
110. Introduction to North America
Political Science
119. Introduction to North America
203S. Politics and Media in the United States
277. Comparative Party Politics

Canadian Studies (CANADIAN) 175
Public Policy Studies
178. Comparative Health Care Systems
Sociology
160. Advertising and Society: Global Perspective
160D. Advertising and Society: Global Perspective
171. Comparative Health Care Systems

THE MAJOR

**Prerequisite:** Canadian Studies 98.

**Corequisite:** Completion of another major; two years of college-level French.

**Major Requirements.** Ten courses with Canadian content, including Canadian Studies 98 and 184S and eight additional courses, seven of which must be at the 100 level or above. Some of the course requirements may be fulfilled by independent study or special readings courses. No more than four courses required for the first major may be counted for a Canadian Studies major. In special cases, an aboriginal or "heritage" language may be substituted for the French requirement.

THE MINOR

**Requirements.** Five courses with Canadian content; three must be at the 100 level or above; courses must include Interdisciplinary Canadian Studies 98 (Introduction to Canada) and 184S (Canadian Issues). Strong encouragement for equivalent of two years of college-level French.

For further information, contact the director.

Cell Biology

For courses in cell biology, see Biology and Medicine (School)–Graduate (School)

Basic Science Courses Open to Undergraduates.

Chemistry (CHEM)

Professor Beratan, Chair; Professor Bonk, Director of Undergraduate Studies; Professors Baldwin, Crumbliss, Lochmüller, McClendon, McGown, Palmer, Pirrung, Shaw, Simon, Toone, and Yang; Associate Professors Fitzgerald, MacPhail and Widenhoefer; Assistant Professors Akhremichev, Craig, Franz, and Liu; Professors Emeriti Arnett, Chesnut, Hobbs, McPhail, Quin, Smith, Strobel, Wells, and Wilder; Adjunct Professors Chao, Ciferri, Feldman, Kiserow, and Wipf; Adjunct Associate Professor Ludeman; Adjunct Assistant Professor Lee; Instructors Roy, Sebahar, and Woerner

A major or minor is available in this department. Courses with laboratories include fifty to sixty hours of laboratory work per term.

19. General Chemistry Credit. Pre-matriculation credit awarded on the basis of national/international examinations in chemistry such as College Board, International Baccalaureate, British Advanced Level. Depending on examination performance, placement may be for Chemistry 22L, 23L, 42L, or 151L. One course.

21L. General Chemistry. (QID) NS Emphasizes stoichiometry and atomic and molecular structure, with emphasis on applications to related fields such as biology and materials science. Laboratory work includes both qualitative and quantitative analysis. Prerequisite: one year of high school chemistry, a score of 610 on the Mathematics SAT or its equivalent, or consent of the supervisor of first-year instruction. Instructor: Staff. One course.

22L. General Chemistry. (QID) NS Emphasizes thermodynamics, chemical kinetics and equilibrium with emphasis on applications to related fields such as biology and materials science. Laboratory work includes both qualitative and quantitative analysis. Prerequisite: Chemistry 21L or consent of the supervisor of first-year instruction. Instructor: Staff. One course.

23L. Accelerated General Chemistry. (QID) NS An intensive introductory course for well-prepared students, covering in one semester the major topics of Chemistry 21L and
22L. Laboratory work includes both qualitative and quantitative analysis. Students may
not receive credit for both Chemistry 22L and Chemistry 23L. Prerequisite: score of 3,
4, or 5 on the Chemistry Advanced Placement Examination or a satisfactory score on a
Duke-administered chemistry placement examination. Instructors: Crumbliss or staff.
One course.

265. Introduction to Research in Chemistry. EI, NS, R Active participation in chemistry
(or chemistry related) research group, accompanied by seminar classes covering
research methodologies, case studies of ethical issues in chemistry, and communication
of results of research. Prerequisite: Chemistry 21L or 23L or 41L or 19. Instructor: Staff.
One course.

41L. Honors General Chemistry I. (QID) NS, STS Presents the curriculum of general
chemistry in a "topics" approach; a series of discussions covering current research efforts
used to illuminate the various fundamental concepts of chemistry, and the impact of
such concepts on society, the growth of technology, and on the environment.
Prerequisite: two years of high school chemistry, 680 on mathematics SAT, and consent
of DUS. Normally followed by Chemistry 42L. Instructor: Staff. One course.

42L. Honors General Chemistry II. (QID) NS, STS Continuation of Chemistry 41L.
Prerequisite: Chemistry 41L or consent of DUS. Instructor: Staff. One course.

50. Duke Administered Study Abroad: Special Topics in Chemistry. Topics differ by
section. Instructor: Staff. One course.

83. Chemistry, Technology, and Society. (QID) NS, STS Science, the scientific method,
and background topics from chemistry, biochemistry, and environmental chemistry
that enable citizens to utilize the inductive-deductive methodology of science to better
evaluate the potential benefits and risks associated with selected existing and proposed
technologies. Intended primarily for nonmajors. Instructor: Staff. One course.

100. Duke Administered Study Abroad: Advanced Special Topics in Chemistry. Topics differ by section. Instructor: Staff. One course.

110. Chemical Information Retrieval. NS, W Techniques for manual and on-line
searching of the major sources of chemical information, and their application to writing
a review article. Instructor: Staff. Half course.

117. Inorganic Chemistry. (QID) NS Bonding, structures, and reactions of inorganic
compounds studied through physical chemical concepts. Prerequisite: Chemistry 161 or
166. Instructor: Crumbliss, Franz, or Palmer. One course.

131. Analytical Chemistry. (QID) NS Fundamentals of qualitative and quantitative
measurement with emphasis on chemometrics, quantitative spectrometry,
electrochemical methods, and common separation techniques. Corequisite: Chemistry
133L. Prerequisite: Chemistry 163L or 167L. Instructor: Fitzgerald, Lochmuller, or
McGown. One course.

133L. Analytical Chemistry Laboratory. (QID) NS Laboratory experiments designed to

151L. Organic Chemistry. (QID) NS The structures and reactions of the compounds of
carbon. Laboratory: techniques of separation, organic reactions and preparations, and
systematic identification of compounds by their spectral and chemical properties.
Prerequisite: Chemistry 22L or 23L or 42L or 19, or consent of director of undergrad-
uate studies. Instructor: Baldwin, Craig, Pirrung, Toone, or Widenhoefer. One course.

152L. Organic Chemistry. (QID) NS Continuation of Chemistry 151L. Prerequisite:
Chemistry 151L. Instructor: Baldwin, Craig, Pirrung, Toone, or Widenhoefer. One
course.

158. Physical Organic Chemistry. (QID) NS Organic reaction mechanisms including
fundamental techniques and specific mechanistic classes. Prerequisites: Chemistry 152L
and one semester of physical chemistry. Instructor: Staff. One course.
161. Elements of Physical Chemistry. (QID) NS Survey of physical chemistry including quantum chemistry, molecular structure, molecular spectroscopy, thermodynamics, and kinetics. Prerequisites: Chemistry 22L or 23L or 42L or 19, Mathematics 32L, and Physics 52L (or 54L) or consent of instructor. Instructor: Staff. One course.

163L. Physical Chemistry Laboratory. (QID) NS, W Laboratory experiments designed to accompany Chemistry 161. Includes instruction and practice in writing the laboratory notebook and formal laboratory reports. Prerequisite: (or corequisite) Chemistry 161. Instructor: Staff. Half course.

165. Physical Chemistry. (QID) NS Fundamentals of physical chemistry. Emphasizes quantum chemistry, molecular structure, and molecular spectroscopy. Chemistry 167L should be taken concurrently with Chemistry 165. Prerequisites: Chemistry 22L or 23L or 42L or 19, Mathematics 32L, and Physics 52L (or 54L) or consent of instructor. Instructor: Staff. One course.

166. Physical Chemistry. (QID) NS Continuation of Chemistry 165. Fundamentals of physical chemistry. Emphasizes thermodynamics and kinetics. Chemistry 168L should be taken concurrently with Chemistry 166. Prerequisite: Chemistry 165 or consent of instructor. Instructor: Staff. One course.

167L. Physical Chemistry Laboratory. (QID) NS, W Laboratory experiments designed to accompany Chemistry 165. Includes instruction and practice in writing the laboratory notebook and formal laboratory reports. Prerequisite: (or corequisite) Chemistry 165. Instructor: Staff. Half course.

168L. Physical Chemistry Laboratory. (QID) NS, W Laboratory experiments designed to accompany Chemistry 166. Prerequisite: (or corequisite). Chemistry 166 or consent of instructor. Instructor: Staff. Half course.

175. Molecular Basis of Biological Processes. (QID) NS Chemistry of the constituents of proteins, lipids, carbohydrates, and nucleic acids and their metabolic interrelationships. Not open to students who have taken Biochemistry 227. Prerequisite: Chemistry 152L and Biology 25L. Instructor: Staff. One course.

176. Biophysical Chemistry. (QID) NS The physical chemical principles of and experimental methods employed in the study of biological macromolecules. Students may not receive credit for both Chemistry 176 and 196S. Prerequisite: Chemistry 161 or 165, or Biochemistry 227 (or Chemistry 175) or consent of instructor. Instructor: Akhremitchev, MacPhail or Shaw. One course.

180L. Advanced Laboratory Techniques. (QID) NS Synthesis of less common substances by techniques such as high or low pressure, high or low temperature, and/or inert atmospheres. Characterization of products from measurements such as electrical conductance, optical rotation, ultraviolet-visible spectra, infrared spectra, and/or mass spectra. Prerequisite: (or corequisite) Chemistry 117. Instructor: Staff. Half course.

191A. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. Half course.

191B. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.


195S. Seminar (Howard Hughes Forum in Chemistry). EI, NS, W Howard Hughes Seminar for students engaged in independent study in chemistry or chemistry-related areas. Includes case studies of ethical issues in science and instruction in the development and preparation of a research proposal. Consent of instructor required. Instructor: Staff. One course.

For Seniors and Graduates

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


COURSES CURRENTLY UNSCHEDULED

11L. Principles of Chemistry. (QID) NS
12L. Principles of Chemistry. (QID) NS
31S. Advanced Chemical Fundamentals. (QID) NS
49S. First-Year Seminar
151M. Organic Chemistry. (QID) NS
152M. Organic Chemistry NS
157. Organic Synthesis. (QID) NS
196S. Seminar. (QID) NS
197S. Seminar. (QID) NS
198S. Seminar. NS

For the A.B. Degree

Prerequisites. Chemistry 21L and 22L; or 41L and 42L; or 23L; or 19. Mathematics 31L, 32L (or 41); Physics 51L, 52L (or 53L, 54L).

Major Requirements. Chemistry 131 and 133L, 151L, 152L, 161 (or 165, 166) and 163L (or 167L) plus one of the following three course options:

1. Three of the following: Chemistry 117, 157, 158, 166, 176, 195S, 196S, 198S, Biochemistry 227, 228.

2. One of the following: Chemistry 117, 157, 158, 166, 176, Biochemistry 227, plus Chemistry 191 and 192 or the equivalent in a natural science, mathematics, engineering, or a basic science department in the School of Medicine.

3. One of the following:
   a. Physics emphasis. Chemistry 166 (or 176) plus two of the following: Physics 143L, Physics 181, Physics 182.
   b. Mathematics emphasis. Chemistry 166 (or 176) plus two of the following: Mathematics 104, Mathematics 111, Mathematics 114, Mathematics 131.
   c. Biology emphasis. Biochemistry 227 plus two of the following: Biology 11B, Biology 151L, Biology 152, Biology 184L, Biology 185L, Biology 244.

In certain cases, substitutions may be made for courses outside the chemistry department with consent of the director of undergraduate studies.

Recommendations. Computer Science 6 or Engineering 51, Mathematics 103 (for options one and two), and Chemistry 166 (or 176). Students planning graduate study are
advised to take these recommended courses and to consult with advisors regarding appropriate additional courses.

For the B.S. Degree

Prerequisites. Chemistry 21L and 22L; or 41L and 42L; or 23L; or 19. Mathematics 31, 32 (or 31L, 32L or 41); and Physics 51L, 52L (or 53L, 54L).

Major Requirements. Chemistry 117, 131, 133L, 151L, 152L, 165, 166, 167L, 168L, 180L, plus three additional courses selected according to one of the following four options. Note that only options one and two are certified by the American Chemical Society.

Option One. Certified by the American Chemical Society.

Biochemistry 227. Plus two courses of independent study: Chemistry 191, 192, or two approved independent study courses in a science department in Trinity College, the Medical School, the Nicholas School of the Environment and Earth Sciences, or the Pratt School of Engineering.

Option Two. Certified by the American Chemical Society.

Biochemistry 227. Plus one of the following: Chemistry 157, 158, 176, 195S, 196S, 198S, 275 or 276. Plus one course of independent study: Chemistry 191 or an approved independent study course in a science department in Trinity College, the Medical School, the Nicholas School of the Environment and Earth Sciences, or the Pratt School of Engineering.

Option Three. Not certified by the American Chemical Society.

One of the following: Chemistry 157, 158, 176, 195S, 196S, 198S, 275 or 276. Plus two courses of independent study: Chemistry 191, 192, or two approved independent study courses in a science department in Trinity College, the Medical School, the Nicholas School of the Environment and Earth Sciences, or the Pratt School of Engineering.

Option Four. Not certified by the American Chemical Society.

At least one of the following: Chemistry 191 or 192. Plus one (or none) of the following: Chemistry 157, 158, 176, 195S, 196S, 198S, 275 or 276. Plus one approved advanced lecture course in a science department in Trinity College, the Medical School, the Nicholas School of the Environment and Earth Sciences, or the Pratt School of Engineering.

The Concentration in Biochemistry

In cooperation with the Department of Biochemistry in the School of Medicine, the Chemistry Department offers both an A.B. and a B.S. degree in chemistry with concentration in biochemistry. Certification of this concentration is designated on the official transcript.

For the A.B. Degree with Concentration in Biochemistry

Prerequisites. Chemistry 21L and 22L; or 41L and 42L; or 23L; or 19; Mathematics 31, 32 (or 31L, 32L or 41); Physics 51L, 52L (or 53L, 54L); and Biology 25L.

Major Requirements. Chemistry 131/133L, 151L, 152L, 161 (or 165, 166), 163L (or 167L); Biochemistry 227, 228; plus one of the following: Chemistry 191 or Biochemistry 210.

For the B.S. Degree with Concentration in Biochemistry

Prerequisites. Chemistry 21L and 22L; or 41L and 42L; or 23L; or 19; Mathematics 31, 32 (or 31L, 32L or 41); Physics 51L, 52L (or 53L, 54L); and Biology 25L.

Major Requirements. Chemistry 117, 131/133L, 151L, 152L, 161 (or 165*), 163L (or 167L); Biochemistry 227, 228; plus one of the following: Chemistry 191 or Biochemistry 210.

*Majors who wish to earn a B.S. in chemistry that is certified by the American Chemical Society must include Chemistry 165, 166, 167L, 168L, and 180L (Half course).
167L*), 176 (or 166*); Biochemistry 227, 228; Biology 118, 119; plus one of the following: Chemistry 191, Biology 191, or Biochemistry 210.

**Recommendations:** Mathematics 103; Chemistry 180L*, 192, 195S, 198S; Biology 184L, 192; advanced courses in biochemistry.

### The Concentration in Pharmacology

In conjunction with the Department of Pharmacology in the Duke Medical Center, the Chemistry Department offers both an A.B. and a B.S. degree in chemistry with a Concentration in Pharmacology. Certification of the concentration is designated on the official transcript.

**For the A.B. Degree with Concentration in Pharmacology**

**Prerequisites.** Chemistry 21L and 22L; or 41L and 42L; or 23L; or 19; Mathematics 31, 32 (or 31L, 32L or 41); Physics 51L, 52L (or 53L, 54L); Biology 25L, Biochemistry 227.

**Major requirements:** Chemistry 131/133L, 151L, 152L, 161 (or 165, 166), 163L (or 167L*); either Chemistry 198S or Pharmacology 150; plus Pharmacology 233; plus 2 semesters of independent study (Chemistry 191, 192 or Pharmacology 191, 192).

**Recommendations:** Mathematics 103, Chemistry 180L*, Biology 151L, Pharmacology 160, 234, and 254.

### The Concentration in Environmental Chemistry

In cooperation with the Nicholas School of the Environment, the Chemistry Department offers both an A.B. and a B.S. degree in chemistry with a concentration in environmental chemistry. Certification of the concentration is designated on the official transcript.

**For the A.B. Degree with Concentration in Environmental Chemistry**

**Prerequisites.** Chemistry 21L and 22L; or 41L and 42L; or 23L; or 19; Mathematics 31, 32 (or 31L, 32L or 41); Physics 51L, 52L (or 53L, 54L); Biology 25L, Biochemistry 227.

**Major requirements:** Chemistry 131, 133L, 151L, 152L, 161 (or 165*), 163L (or 167L*), 176 (or 166*); plus two of the following: Environment 233, 240, 242, and 243; plus one of the following: Chemistry 191 or Environment 191.

**For the B.S. Degree in Chemistry with Concentration in Environmental Chemistry**

**Prerequisites.** Chemistry 21L and 22L; or 41L and 42L; or 23L; or 19; Mathematics 31, 32 (or 31L, 32L or 41); Physics 51L, 52L (or 53L, 54L); plus two of the following: Biology 25L, Earth and Ocean Sciences 41, Earth and Ocean Sciences 120.

**Major requirements:** Chemistry 131, 133L, 151L, 152L, 161 (or 165*), 163L (or 167L*), 176 (or 166*); plus two of the following: Environment 233, 240, 242, 243; plus one of the following: Chemistry 191, Environment 191.

**Recommendations:** Chemistry 180L*, 192, 195S, 198S; Mathematics 103, Biology 110L, Environment 192, 243, 298.02 or Earth and Ocean Sciences 272.

*Majors who wish to earn a B.S. in chemistry that is certified by the American Chemical Society must include Chemistry 165, 166, 167L, 168L, and 180L (Half course).
Departmental Graduation with Distinction

The department offers a program for Graduation with Distinction in chemistry. See the section on honors in this bulletin.

The program involves two semesters of independent study, taken either in the Chemistry Department (Chemistry 191, 192) or, with the prior approval of the coordinator of independent study, in an appropriate science department in Trinity College, the Pratt School of Engineering, the Nicholas School of the Environment, or the School of Medicine. A research paper based upon the independent study and nomination by the research supervisor form the basis for consideration by a departmental committee. The committee may recommend the student for Graduation with Distinction in chemistry.

THE MINOR

Requirements. Chemistry 21L or 41L, or 19; any four of the following courses: Chemistry 22L or 23L or 42L; any Chemistry courses at the 100 level or above, Biochemistry 227, Biochemistry 228, Biology 155L, Environment 240, 241, 242, Pharmacology 150, 160, 233.

Chinese

For courses in Chinese, see Asian and African Languages and Literature.

Classical Studies (CLST)

Professor Burian, Chair; Professor Stanley, Director of Undergraduate Studies; Professors Boatwright, Clay, Davis, and Rigsby; Associate Professor Janan; Assistant Professors Parker, Sosin, and Woods; Professors Emeriti Newton, Oates, and Richardson

Majors and minors are available in this department.

The objective of classical studies is to increase knowledge and understanding of the civilizations of Greece and Rome, part of the roots of Western culture. Toward this aim, the department offers courses in three areas (Latin, Greek, and classical studies) and two majors (classical languages, classical civilization). Concentration in the languages offers students opportunities to explore at first hand the literature, history, and thought of antiquity. In the process of learning Greek and/or Latin, students will gain a deeper insight into language itself, as well as an appreciation of the problems of interpretation and the varieties of evidence upon which interpretation may be based. For students interested in history, ancient art, or archaeology, courses in classical civilization offer a means of assessing the culture and the material remains of Greece and Rome in their own rich and varied context.

Students considering careers not in classical studies or a closely related discipline will also enjoy the benefits from either major offered by the department. The experience of analyzing language, literature, artifacts and architecture, and other ancient subjects will hone their intellectual abilities well for any profession.

Courses offered at the Intercollegiate Center for Classical Studies in Rome are listed at the end of each section below.

CLASSICAL STUDIES (CLST)

11S. Greek Civilization. CCI, CZ The culture of the ancient Greeks from the Bronze Age to Alexander the Great: art, literature, history, philosophy, and religion. Not open to students who have had, or are taking, Classical Studies 53. Instructor: Staff. One course.

12S. Roman Civilization. CCI, CZ The culture of the ancient Romans from their beginnings to Constantine: art, literature, history, philosophy, and religion. Not open to students who have taken or are taking Classical Studies 54. Instructor: Staff. One course.

49S. First-Year Seminar. CCI Topics in classical literature and/or art and archaeology vary each semester. Instructor: Staff. One course.

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50. Duke-Administered Study Abroad: Special Topics in Classical Studies. CCI
Topics in classical literature and/or art and archaeology differ by section. Instructor: Staff. One course.

53. Greek History. CCI, CZ The political and intellectual history of the Greeks from earliest times to the death of Alexander the Great. Not open to students who have had, or are taking, Classical Studies 11S. Instructor: Sosin or staff. One course. C-L: History 53

54. Roman History. CCI, CZ, W From the founding of Rome by Romulus to the founding of Constantinople by Constantine: social, cultural, and political history. Not open to students who have taken or are taking Classical Studies 12S. Instructor: Boatwright or Parker. One course. C-L: History 54

100. History of Ancient Philosophy. CCI, CZ One course. C-L: see Philosophy 100


102. History of Greek and Roman Civil Law. CCI, CZ, EI The development of law from the early Greek polis and Rome of the XII Tables to the Digest of Justinian, emphasizing civil law and procedure. Instructor: Staff. One course. C-L: History 182C

105. Ancient and Medieval Epic. ALP, CCI Reading the major epics of antiquity in translation (Gilgamesh, Homer's Iliad and Odyssey, Vergil's Aeneid) and the European Middle Ages (Beowulf, Song of Roland, Dante's Inferno), emphasizing the changing definition and concept of the hero. Instructor: Janan or staff. One course.

106. Drama of Greece and Rome. ALP, CCI Reading in translation selected tragedies (Aeschylus, Sophocles, Euripides, Seneca) and comedies (Aristophanes, Menander, Plautus, Terence) with emphasis on political, social, and cultural developments, contemporary theatrical practice, and influence on later European drama. Instructor: Burian. One course. C-L: Theater Studies 117


110S. The World of the Greek Theater. ALP, CCI, CZ The tragedies and comedies of the fifth-century theater as a window on Athens: the conventions and public context of performance; the plays as indicators of social values, debates, and limits; the literary consciousness of authors and audience. Open only to students in the FOCUS Program. Instructor: Burian. One course.

113. Aristotle. CZ, EI One course. C-L: see Philosophy 123

116S. The Pagan World of the Divine Comedy. ALP, CCI Dante's Commedia and the texts that place it in a context: the history of thirteenth-century Florence and Dante's life; his other major works (the Vita Nuova and De Monarchia); the pagan poets whom Dante incorporated into his Commedia (Vergil, Ovid, Lucan, and Statius) and the Christian theory of biblical criticism that gave St. Augustine his perspective on pagan poets. Instructor: Clay. One course. C-L: Medieval and Renaissance Studies 116S


119. Age of Augustus. CCI, CZ Augustus (63 B.C.-A.D. 14), the person, politician, and genius of a new age. His impact on contemporary historical, biographical, and literary writings, and on the architecture of his new empire, its coinage, and his own portraiture. Instructor: Staff. One course.

123. Greek Art and Archaeology I: Geometric to Classical. ALP, CCI, CZ Architecture, sculpture, and painting from the geometric to the classical period (tenth-fourth century B.C.). Instructor: Staff. One course. C-L: Art History 123
126. Art and Archaeology of Athenian Democracy. CCI, W One course. C-L: see Art History 125A

128. Art of the Roman Empire. ALP, CCI, CZ One course. C-L: see Art History 128

130. Late Antique Christian Art. ALP, CCI, C-W One course C-L: see Art History 130; also C-L: Medieval and Renaissance Studies 130, Religion 130

139. Aspects of Medieval Culture. ALP, CCI, CZ One course. C-L: see Medieval and Renaissance Studies 114; also C-L: Art History 139, History 116, English 123C

140. The Art and Architecture of Roman Spectacle. ALP, CCI, CZ One course. C-L: see Art History 104

141. Hellenistic Architecture. ALP, CCI, CZ One course. C-L: see Art History 106

144. Roman Architecture. ALP, CCI, CZ One course. C-L: see Art History 126B

145. Rome: History of the City. ALP, CCI, CZ On-site study of the development of Rome's urban plan and its major monuments through the ages; the influence of the ancient Republic and Empire, the Papacy, and the modern secular state; change and continuity in artistic forms and daily life. (Summer program in Italy.) Instructor: Staff. One course. C-L: Art History 126A

149. Venetian Civilization and Its Mediterranean Background. ALP, CCI, CZ Formation and development against the background of earlier, dominant Mediterranean cultures. Interpretation of literary texts with a Venetian setting: Shakespeare, Goldoni, Mann. (Taught in Venice.) Instructor: Davis. One course.

150S. The Ancient Novel. ALP, CCI, CZ The development of prose fiction (Greek, Roman, Jewish, Byzantine) from the fourth century B.C. to the Middle Ages; works such as Petronius' Satyricon and Longus' Daphnis and Chloe read in translation; their influence on the evolution of the modern novel. Instructor: Stanley. One course.

152. Renaissance Florence and the Classics: Antiquity and the Making of the Modern World. ALP, CCI, CZ The Renaissance debt to antiquity examined through aspects of Florentine culture: the growing knowledge of antiquity and its effects on cultural and social change; Dante and the humanists, the visual arts, music. (Taught in Florence.) Instructor: Burian. One course.

155. The Aegean Bronze Age. ALP, CCI, CZ Application of archaeological techniques and procedures to problems in the development of the Minoan and Mycenaean civilizations. Instructor: Staff. One course. C-L: Art History 114


180. Special Topics in Classical Studies. CCI Instructor: Staff. One course.

183. Etruscan Art and Architecture. ALP, CCI, CZ One course. C-L: see Art History 183

191. Independent Study. Directed reading or individual projects. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

192. Independent Study. Directed reading or individual projects. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

193. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, culminating in a substantive and significant paper or project on a previously approved topic. Open only to qualified juniors and seniors; for seniors, the paper or project may partially fulfill the requirements for graduation with distinction. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

194. Research Independent Study. R See Classical Studies 193. Open only to qualified juniors and seniors; for seniors, the paper or project may partially fulfill the requirements for graduation with distinction. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.
195S. Junior-Senior Seminars in Classical Studies. ALP, CCI, CZ, R, W Specific aspects of the history, art, and literature of classical Greece and Rome. Open only to qualified juniors and seniors; some knowledge of classical studies and history desirable, but not strictly necessary; research paper required. Instructor: Staff. One course.


211S. Plato. CZ One course. C-L: see Philosophy 211S

217S. Aristotle. CZ One course. C-L: see Philosophy 217S

220S. Topics in Greek Art. ALP, CCI, CZ, R One course. C-L: see Art History 201S

222. Fifth- and Fourth-Century Greece. CCI, CZ, R From the Persian Wars to the dominance of Philip of Macedon. Instructor: Rigsby. One course. C-L: History 260

226. Late Antiquity. CCI, CZ, R The institutional, intellectual, religious, and social transformation of the late Roman Empire. Instructor: Boatwright or Rigsby. One course. C-L: History 266

227S. Topics in Roman Art. ALP, CCI, CZ, R One course. C-L: see Art History 202S

230S. Topics in Early Christian and Byzantine Art. ALP, CCI, CZ One course. C-L: see Art History 233S; also C-L: Medieval and Renaissance Studies 233S, Religion 275S

231S. Greek Sculpture. ALP, CCI, CZ, R Free-standing, relief, and architectural sculpture from the Archaic period to the Hellenistic age, representing changing aesthetic, social, and political aims. Instructor: Staff. One course. C-L: Art History 238S

233S. Greek Architecture. ALP, CCI, CZ, R Development of design and engineering in the architecture of ancient Rome; major building forms, public and private, and the principal styles focusing on the late Republic through the empire. Instructor: Boatwright or Richardson. One course. C-L: Art History 206S


The following courses in Classical Studies are offered at the Intercollegiate Center for Classical Studies in Rome, and may be taken there for Duke credit:

148. The Ancient City. CCI Examination of the archaeological monuments of Rome and other Italian sites, as well as literary sources, inscriptions, and works of art. Consent required. Taught in Rome as part of the Intercollegiate Center for Classical Studies program. Students must register for both 148A and 148B. Instructor: Staff.

148A. Art and Archaeology. ALP, CCI Instructor: Staff (Study Abroad). One course.

148B. Political, Social, and Cultural Context. CCI, CZ Instructor: Staff (Study Abroad). One course.

COURSES CURRENTLY UNSCHEDULED

103. Religion in Greece and Rome. CCI, CZ, R

107. The Ancient Family: Comparative Histories. CCI, CZ

115. The Classical Tradition. ALP, CCI, CZ

118. Egyptian Art and Archaeology. ALP, CCI, CZ

120. Principles of Archaeology. CCI, CZ

124. Greek Art and Archaeology II: Classical to Greco-Roman. ALP, CCI, CZ

129. The Age of Justinian. ALP

132. Art in the Hellenistic Age. ALP, CCI, CZ
135. Alexander the Great. CCI, CZ
147. Ancient Greece. ALP, CCI, CZ
161. Athens. ALP, CCI, CZ
162. Pompeii. ALP, CCI, CZ
177. Perspectives in Archaeology. CCI, CZ, STS
203. Ancient Political Philosophy. CCI, EI, SS
221. Archaic Greece. CCI, CZ, R
223. The Hellenistic World. CCI, CZ, R
224. The Roman Republic. CCI, CZ, R
225. The Roman Empire. CCI, CZ, R
232S. Greek Painting. ALP, CCI, CZ, R
258. The Hellenistic and Roman East. CCI, CZ, FL, R
260. The Byzantine Empire. CCI, CZ, R

GREEK (GREEK)
1. Elementary Greek. FL Structure of the language (grammatical forms, syntax, vocabulary, and pronunciation); introduction to reading. Instructor: Staff. One course.
2. Elementary Greek. FL Second half of Greek 1. Prerequisite: Greek 1. Instructor: Staff. One course.
11A. Modern Greek. FL Credit for transfer of elementary or intermediate level grammar and literature courses offered abroad. This number may be applied to successive courses, which may count towards the university's foreign language requirement but will not count towards majors or minors in the department of Classical Studies. Instructor: Staff. One course.
63. Intermediate Greek. CZ, FL Readings in classical Attic prose literature. Prerequisite: Greek 2 or equivalent. Instructor: Staff. One course.
76. Advanced Intermediate Greek. CZ, FL Introduction to Athenian Drama. Prerequisite: Greek 63 or the equivalent. Instructor: Staff. One course.
100. Duke-Administered Study Abroad: Advanced Special Topics in Greek. CCI, FL Topics differ by section. Instructor: Staff. One course.
102S. Studies in Greek Literature I. ALP, CCI, CZ, FL Herodotus and Thucydides. Instructor: Staff. One course.
103S. Greek Literature II. ALP, CCI, CZ, FL The Odyssey and selections from Greek lyric. Instructor: Stanley. One course.
191. Independent Study. Directed reading or individual projects. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.
192. Independent Study. Directed reading or individual projects. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.
193. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, culminating in a substantive and significant paper or project on a previously approved topic. Open only to qualified juniors and seniors; for seniors, the paper or project may partially fulfill the requirements for graduation with distinction. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.
194. Research Independent Study. R See Greek 193. Open only to qualified juniors and seniors; for seniors, the paper or project may partially fulfill the requirements for graduation with distinction. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.
200. Intensive Readings in Greek Literature. ALP, CCI, FL Instructor: Staff. One course.
201. Readings in Greek Literature. ALP, CCI, FL Instructor: Staff. One course.
203. Homer. ALP, CCI, FL Problems of language, structure, and interpretation in the *Iliad*; present state of Homeric scholarship and authorship. Instructor: Burian or Stanley. One course.
205. Greek Lyric Poets. ALP, CCI, FL Fragments of the early lyric poets; selected odes of Pindar and Bacchylides. Instructor: Burian or Stanley. One course.
217T. Greek Prose Composition. CCI, FL The course content is determined by the needs of the students enrolled. Instructor: Staff. One course.
222. The Historians. ALP, CCI, FL Readings and studies in the major Greek historians Herodotus, Thucydides, and Xenophon. Instructor: Staff. One course.
226. The Orators. ALP, CCI, FL Selections from the principal Attic orators, with emphasis on Lysias and Demosthenes. Instructor: Connor. One course.

The following courses in Greek are offered at the Intercollegiate Center for Classical Studies in Rome, and may be taken there for Duke credit:

COURSES CURRENTLY UNSCHEDULED
207. The Dramatists. ALP, CCI, FL
209. Introduction to Hellenistic Literature. ALP, CCI, FL
211. Greek Literature in the Roman Empire. ALP, CCI, FL
220. The Presocratic Philosophers. CCI, CZ, EI, FL

LATIN (LATIN)
1. Elementary Latin. FL Study of the structure of the language (i.e., forms, vocabulary, syntax, and pronunciation); selected readings in prose and poetry. Instructor: Staff. One course.
2. Elementary Latin. FL Second half of Latin 1, 2. Prerequisite: Latin 1. Instructor: Staff. One course.
76. Advanced Intermediate Latin. CZ, FL The culture of Augustan Rome: readings in Vergil's *Aeneid*. Prerequisite: Latin 63 or equivalent. Instructor: Staff. One course.
85. Introduction to Literature. This number represents course credit for a score of 4 or 5 on one or more of the College Board Advanced Placement tests in Latin. One course.
91. Transition to Advanced Latin. CZ, FL For first-year and sophomore students who have received credit for Latin 85 and are enrolling in their first college Latin course. Literature and life in the Roman Empire: selections from the epigrams of Martial and the
letters of Pliny the Younger, combined with extensive grammar review. Instructor: Davis. One course.

102S. Life in the Late Republic: Scandal and Sensuality. ALP, CCI, CZ, FL. Cicero's Pro Caelio and poems by Catullus, and the dramatic cultural changes and explosive passions taking place on the eve of the Republic's disintegration. Instructor: Janan or staff. One course.

103S. The Age of Augustus: Retrospection and Reform. ALP, CCI, CZ, FL. Readings in Livy and Horace's Odes to illuminate Augustan culture's self-aware revision of the past as a blueprint for the future. Instructor: Boatwright or Janan. One course.

105S. Ovid: The Metamorphoses. ALP, CCI, FL. The poem studied as narrative, as the grandest Roman anthology of myths, and as Ovid's statement on Augustanism. Instructor: Davis or Janan. One course.

106S. Roman Satire. ALP, CCI, EI, FL. A survey of the genre, concentrating on Horace and Juvenal, their literary strategies and ethical arguments. Instructor: Staff. One course.

108S. Lyric Poetry. ALP, CCI, FL. Readings in the works of Catullus and Horace. Instructor: Davis or Janan. One course.

111S. Latin Love Elegy I. ALP, CCI, FL. Introduction to the conventions of Latin love elegy and their development in Propertius, Tibullus, and Ovid. Instructor: Davis or Janan. One course.

112S. Roman Comedy. ALP, CCI, FL. Representative plays of Plautus and Terence with studies of the genre and its Greek forebears. Instructor: Staff. One course.

140S. Nero and His Time. CCI, CZ, FL, W. Historical texts focusing on Nero and illuminating his age (Suetonius, Life of Nero; Tacitus, Annals 14) discussed with other readings from and about the era. Instructor: Boatwright. One course.

170. Special Topics in Latin Literature. ALP, CCI, FL. Prerequisite: the completion of second-year or third-year Latin, depending on the topic. Instructor: Staff. One course.

191. Independent Study. Directed reading or individual projects. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

192. Independent Study. Directed reading or individual projects. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

193. Research Independent Study. R. Individual research in a field of special interest under the supervision of a faculty member, culminating in a substantive and significant paper or project on a previously approved topic. Open only to qualified juniors and seniors; for seniors, the paper or project may partially fulfill the requirements for graduation with distinction. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

194. Research Independent Study. R. See Latin 193. Open only to qualified juniors and seniors; for seniors, the paper or project may partially fulfill the requirements for graduation with distinction. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.


201. Readings in Latin Literature. ALP, CCI, FL. Instructor: Staff. One course.

206S. Cicero. ALP, CCI, FL. Instructor: Richardson. One course.

211S. Latin Love Poetry II. ALP, CCI, FL. Analysis of erotic themes in the works of Propertius, Tibullus, and Ovid, plus examples of "proto-elegy" by Catullus. Close attention to the stylistics of the poems, their place in the traditions of Latin love elegy, and their relation to other phenomena (historical, political, social) of the Augustan period. Instructor: Davis, Janan, or Richardson. One course.

214S. The Historians. ALP, CCI, FL. Investigation of the Roman concept and practice of writing history, from Cato to Ammianus Marcellinus. Readings include Sallust, Livy,
and Tacitus, and comparative Greek historians (in translation). Instructor: Boatwright or Richardson. One course.

217S. Latin Prose Syntax and Style. CCI, FL Latin prose composition combined with analysis of the style and syntax of select Latin prose authors. Instructor: Staff. One course.

221. Medieval Latin. ALP, CCI, FL Selected works of the Latin Middle Ages from Prudentius to the humanists. Genres studied include the hymn, sequence, drama, lyric, saints’ lives, chronicle, epic, and epistle. Instructor: Newton or Woods. One course. C-L: Medieval and Renaissance Studies 221C

The following courses in Greek are offered at the Intercollegiate Center for Classical Studies in Rome, and may be taken there for Duke credit:


103A. Advanced Latin. ALP, CCI, FL See Latin 102A. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED

101. Duke-Administered Study Abroad: Advanced Special Topics in Latin. CCI, FL

116S. Lucretius. ALP, CCI, EI, FL

204. Epic of the Silver Age. ALP, CCI, FL

205. The Roman Novel. ALP, CCI, FL

207S. Vergil’s Aeneid. ALP, CCI, FL, R

240. Medieval and Renaissance Astrology. CCI, CZ, FL

THE MAJOR

Students may major in classical languages and classical civilization. Those contemplating graduate study in classics or related disciplines should consider completion of three college years of one ancient language and two years of the other, or equivalents, as a minimum. They are also reminded that reading knowledge of German and French is a requirement for advanced degrees in this field.

Majors are eligible for nomination to one semester of study, typically during the junior year, at the Intercollegiate Center for Classical Studies in Rome, which Duke manages, or at the College Year in Athens or Arcadia University study program in Greece. Courses in Greek, Latin, ancient history, and archaeology taken at these institutions are counted toward major requirements. The cost of a semester at either institution is comparable to that of Duke. Financial assistance usually can be transferred, and arrangements are made through the university. For students not able to spend a semester abroad, Duke regularly offers summer programs in Greece and Italy. The department also facilitates participation in archaeological digs in Greece and Italy. For further information on opportunities for study abroad, see the section on Off Campus Opportunities in this bulletin.

Classical Languages (Greek and Latin)

Major Requirements. Minimum of ten courses, of which eight must be at the 100-level or above. Knowledge of both Greek and Latin through the second-year level (Greek 76 and Latin 76 or the equivalent) with a total of at least eight courses in Greek and/or Latin, of which six will be at or above the 100-level; two courses in classical studies at or above the 100-level, one of which will be the capstone course (Classical Studies 195S

Classical Studies (CLST) 189
or 196S). For double majors in classical languages and classical civilization, no more than
two courses in Greek and/ or Latin may be counted toward both majors.

Classical Civilization (Ancient History, Culture, Literature, Archaeology)

Prerequisites. Classical Studies 11S or 53 and 12S or 54, or two courses in Greek or
Latin below the 100 level.

Major Requirements. Eight classical studies courses at or above the 100 level,
including the capstone course (Classical Studies 195S or 196S). Courses must be in at
least three separate areas (literature, in translation or in the original language at or
above the 100 level; history; philosophy; art and archaeology). For double majors in
classical civilization and classical languages, no more than two courses in Greek and/
or Latin may be counted toward both majors.

Departmental Graduation with Distinction

Graduation with distinction is available to majors. Eligible students have a 3.5 grade
point average in the major on beginning their project. In the context of an honors
research course (193 or 194) the candidate writes a major research paper. A committee
of three faculty members votes on awarding Distinction, High Distinction, or Highest
Distinction for the work. Majors interested in applying are encouraged to consult the
director of undergraduate studies by the spring of their junior year.

THE MINOR

Four minors are offered by the department, as listed below. No courses used to
fulfill the requirements of one minor may be used for another, or for the majors in
classical languages or classical civilization.

Classical Archaeology

Requirements. Five courses in ancient art and archaeology, at least three at the 100
level or above, and at least three in the Classical Studies Department.

Classical Civilization

Requirements. Five courses in the Classical Studies Department, at least three at the
100 level or above; the courses must be in at least two areas (literature in the original
language at the 100 level or above in translation; history; philosophy; art and
archaeology).

Greek

Requirements. Five courses in ancient Greek, at least three at the 100 level or above.

Latin

Requirements. Five courses in Latin, at least three at the 100 level or above.

Comparative Area Studies (COMPAREA)

Associate Professor Gheith, Director; Instructor Litle Associate Director

A major or minor is available in this program.

The undergraduate major in comparative area studies offers a Bachelor of Arts
degree to students interested in the interdisciplinary study of societies and cultures of
two particular regions of the world. Students complement their primary concentration
with work in a second world area and the comparative study of international themes
or problems. The major allows a student to combine language study with courses in a
variety of disciplines. As in area studies programs elsewhere, the result is a sustained
focus on a single world area tailored to fit the student's interest.

Comparative Area Studies at Duke, however, is distinct from other area studies
programs in several respects. The primary concentration encourages study in the
social sciences and humanities as well as analysis of their social, historical, economic, and political roots and problems. The secondary concentration imparts breadth of focus and a cross-regional perspective to the course of study, while the required course on comparative methods ensures an analytic perspective that is multidisciplinary as well as global.

Students in the program are currently studying Latin America, North America, Africa, the Middle East, Russia, South Asia, East Asia, and Eastern and Western Europe. Many comparative area studies majors double-major in comparative area studies and in such fields as art history, cultural anthropology, history, political science, Spanish, and French. The program is unique in that it conjoins the social sciences and humanities. It is specifically designed for those with career objectives in academia, government (especially the Foreign Service), international business, international law, health and environmental programs, the United Nations and international agencies, and private international religious or service organizations.

The major draws its offerings from courses taught by over 130 Duke professors in fourteen cooperating departments. Interdisciplinary and intercultural courses have been designed specifically for majors in the program to help place those societies chosen for specialization in a broad comparative and global perspective. These courses stress the interrelationship of developed and underdeveloped societies and probe the difficulties and advantages of comparative, interdisciplinary, and intercultural research. The program is administered by its directors and advisory committee representing the various areas and cooperating departments.

Advising. Students must identify the area of their primary concentration. Faculty members with expertise in each area are available to provide advice concerning selection of an area and appropriate coursework in the major. Selection of area is normally done by the end of the sophomore year. The program tries to foster close relationships between faculty and students working in similar areas.

Study Abroad. The program encourages qualified and interested students to engage in sustained study abroad in their chosen area for a semester or for an academic year. Up to three courses taken in a non-Duke semester abroad program may be counted toward the requirements in the major. Duke students are eligible for a variety of programs now operating in Africa, Asia, Canada, Latin America, Russia, and Eastern and Western Europe. Students can also take advantage of internship programs with international agencies. Occasionally summer internships become available for qualified students.

Grants and Awards. Comparative Area Studies runs a program of grants and awards for majors. Summer stipends for travel and research abroad are also offered to selected rising senior majors planning to enroll in the honors seminar. The author of the best research paper submitted to the honors seminar is recognized by an award for excellence in comparative analysis.

The courses listed on the following pages meet requirements for the major as introductory courses, area courses, and comparative/global issue courses. Basic language courses and courses at the 100 and 200 level taught in the foreign language satisfy the foreign language corequisite; such courses are not listed. Only advanced language and literature courses meeting requirements for specific areas of the major are listed below. Selected non-listed upper level and seminar courses offered by various departments and programs (including Comparative Area Studies 140 and Comparative Area Studies 200S), the topics of which vary from semester to semester, may also be included if the topics covered fall within a particular area or focus on comparative/global issues. To determine if specific courses meet requirements for the major, consult the directors. For a complete description of each course, including cross-listings, consult the listing in the Duke University bulletin under the appropriate department or program.
COMPARATIVE AREA STUDIES COURSES

50. Duke-Administered Study Abroad: Special Topics in Comparative Area Studies. CCI Topics differ by section. Instructor: Staff. One course.

100. Duke-Administered Study Abroad: Advanced Special Topics in Comparative Area Studies. CCI Topics differ by section. Instructor: Staff. One course.


125. Comparative Approaches to Global Issues. CCI, CZ, SS Comparative and connective research and analysis in the social sciences and the humanities: strengths and weaknesses of cross-cultural comparison as developed by sociologists, historians, political scientists, anthropologists, and specialists in comparative literature and religion. Not open to students who have taken Religion 121. Instructor: Little. One course. C-L: Cultural Anthropology 125, History 137, Political Science 125, Religion 183, Sociology 125, Marxism and Society

140. Selected Topics in Comparative Area Studies. CCI Topics vary from semester to semester, focusing either on specific world regions or particular comparative/global issues. Instructor: Staff. One course.

150S. Comparative Area Studies Honors Seminar. CCI, CZ, R, W Open to seniors majoring in Comparative Area Studies. Consent of instructor required. Instructor: Staff. One course.

191. Independent Study. Individual research and reading in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.


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

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

200S. Advanced Topics in Comparative Area Studies. CCI Topics vary, focusing either on specific world regions or particular comparative/global issues. Instructor: Little or Gheith. One course.

COURSES CURRENTLY UNSCHEDULED

109. Contemporary Global Issues. SS

115S. Global Historical Geography. CCI, CZ, R, SS

200. Advanced Topics in Comparative Area Studies. CCI

INTRODUCTORY COURSES

African and African American Studies

70. Topics on the Third World and the West

71. Topics on the Third World and the West Cultural Anthropology

94. Introduction to Cultural Anthropology
145A. World Music: Aesthetic and Anthropological Approaches
History
25. Introduction to World History: To 1700
26. Introduction to World History: Since 1700
75. Topics on the Third World and the West
76. Topics on the Third World and the West
Literature
98. Introduction to the Study of Literature and Society
Music
136. World Music: Aesthetic and Anthropological Approaches
Political Science
92. States, Markets, and Democratization: Introduction to Comparative Politics
149D. Globalization and Public Policy
Public Policy Studies
185D. Globalization and Public Policy
Religion
45. Religions of Asia

COMPARATIVE/GLOBAL ISSUES COURSES
African and African American Studies
121. Introduction to Asian and African Literature
168S. The Atlantic Slave Trade
Art History
168. Experimental Art and Its Ethics since 1945
169. Documentary Photography and Social Activism in the Nuclear Age
Asian & African Languages and Literature Studies
121. Introduction to Asian and African Literature
Cultural Anthropology
108. Fantasy, Mass Media, and Popular Culture
110. Advertising and Society: Global Perspective
117. Global Culture 114. Languages of the World
126. Muslim World: Transformations and Continuities
139. Marxism and Society
189S. Crossing Cultures
190. Theoretical Foundations of Cultural Anthropology
Economics
140. Comparative Economic Systems
148. History of Economic Thought
219S. Economic Problems of Underdeveloped Areas
286S. Economic Growth and Development Policy
Education
139. Marxism and Society
English
114. Languages of the World
120. Advertising and Society: Global Perspective
History
101C. Terrorism, 1848-1968
120. History of Socialism and Communism
123S. Madness and Society in Historical Perspective
132. Modern World Environmental History, 1500 to the Present
141B. History of Economic Thought
168BS. The Atlantic Slave Trade
186. Marxism and Society
Linguistics
102. Languages of the World
Literature
181A. Marxism and Society
Music
119S. The Humanities and Music
156S. Music History II: From 1650 to 1850
157. Music History III: After 1850
Political Science
116S. Post-World War II Europe and East Asia: A Comparative Perspective
147. Environmental Politics and Policies in the Developing World
147D. Environmental Politics and Policies in the Developing World
148D. Environmental Politics Beyond Borders
155. Political Economy of Development
176. Perspectives on Food and Hunger
206S. Political Participation: Comparative Perspectives
217. Comparative and Historical Methods
231S. Crisis, Choice, and Change in Advanced Democratic States
277. Comparative Party Politics
280. Comparative Legislative Politics
284S. Public Policy Process in Developing Countries
Public Policy Studies
143D. Environmental Politics Beyond Borders
147. Environmental Politics and Policies in the Developing World
147D. Environmental Politics and Policies in the Developing World
178. Comparative Health Care Systems
284S. Public Policy Process in Developing Countries
286S. Economic Growth and Development Policy
Religion
119. Muslim World: Transformations and Continuities
Russian
155. Special Topics in Russian and American Culture
Sociology
118. Sex, Gender, and Society
126. The Challenges of Development
139. Marxism and Society
142D. Organizations and Global Competitiveness
145. Nations, Regions, and the Global Economy
160. Advertising and Society: Global Perspective
160D. Advertising and Society: Global Perspective
171. Comparative Health Care Systems
214. Comparative and Historical Methods
Women's Studies
168. Experimental Art and Its Ethics since 1945

AREA COURSES: AFRICA
African and African American Studies
115B. History of Africa from Antiquity to the Present
122. Culture and Politics in Africa
154. Art and Philosophy from West Africa to the Black Americas
168S. The Atlantic Slave Trade
171. From Apartheid to Democracy in South Africa
270S. Topics in African Art
Art History
174. Art and Philosophy from West Africa to the Black Americas
270S. Topics in African Art
Cultural Anthropology
122. Culture and Politics in Africa
History
115B. History of Africa from Antiquity to the Present
1688S. The Atlantic Slave Trade
Political Science
171. From Apartheid to Democracy in South Africa

AREA COURSES: EAST ASIA
Art History
170. Chinese Buddhist Art
172. Topics: Contemporary Chinese Art/ Film
Comparative Area Studies (COMPAREA)

180B. Later Japanese Art
181A. Japanese Print Culture
272S. Topics in Chinese Art
274S. Topics in Japanese Art
Asian & African Languages and Literature Studies
150S. Chinese Modernism in Post-Mao Era
162. Modern Japanese Literature and Culture
163. Korean Literature in Translation
165S. Modern Arabic Literature and Culture
180S. Intellectuals/ Culture/ History: Modern China in Transition
253. East Asian Cultural Studies
262. Modern Japanese Literature and Culture
288S. Seminar on Modern Chinese Cinema

Chinese
125. Advanced Chinese
126. Advanced Chinese
183S. Topics in Modern Chinese
184S. Topics in Modern Chinese

Cultural Anthropology
163. Foundations of Chinese Civilization
254. East Asian Cultural Studies
260. Modern Japanese Literature and Culture

History
143A. Ancient and Early Modern Japan
143B. The Emergence of Modern Japan

Japanese
183S. Topics in Japanese
184S. Topics in Japanese

Political Science
111. Contemporary Chinese Politics
119. Chinese Politics
182. China and the World

AREA COURSES: EASTERN EUROPE

History
120. History of Socialism and Communism

Political Science
105. The Politics of Democratization in Eastern Europe

AREA COURSES: LATIN AMERICA

Art History
194. Maya Art and Culture
195. Pre-Columbian Art and Culture of Andean South America

History
136A. Introduction to Contemporary Latin America
174B. Modern Latin America

Latin American Studies
198. Capstone Seminar in Latin American Studies

Medieval and Renaissance Studies
210AS. History of the Spanish Language

Political Science
151. Dictators and Democrats in Modern Latin America
151B. Presidents, Parties, and Legislatures: The Institutions of Modern Latin American Democracies

Portuguese
111S. Research Seminar in Citizenship and Culture

Spanish
115. Introduction to Spanish-American Literature
116. Introduction to Spanish-American Literature
121. Latin American Literature in Translation
144S. Duke in Andes: Special Topics
175S. Hispanic Literature and Popular Culture
210S. History of the Spanish Language

SPECIAL TOPICS COURSES, OFFERED PERIODICALLY
Sociology
110D. Comparative Sociology: Latin America

AREA COURSES: MIDDLE EAST
African and African American Studies
151. Islamic Mysticism: Arabic (Western) Tradition
Arabic
125. Advanced Arabic
126. Advanced Arabic
183. Topics in Arabic
184. Topics in Arabic

Art History
165. Chinese Film
Asian & African Languages and Literature Studies
155S. Introduction to Israeli Culture
165S. Modern Arabic Literature and Culture
166S. Mediterranean Lives

Cultural Anthropology
126. Muslim World: Transformations and Continuities
147. Introduction to Islamic Civilization
148. Introduction to Islamic Civilization

Hebrew
126S. Advanced Modern Hebrew
126S. Advanced Modern Hebrew

History
101G. Introduction to Islamic Civilization
102G. Introduction to Islamic Civilization
152. The Modern Middle East
296S. United States Policy in the Middle East

Literature
112C. Chinese Film

Medieval and Renaissance Studies
134C. Jewish Mysticism
146A. Introduction to Islamic Civilization
147A. Introduction to Islamic Civilization

153A. Islamic Mysticism: Arabic (Western) Tradition

Public Policy Studies
257S. United States Policy in the Middle East

Religion
119. Muslim World: Transformations and Continuities
134. Jewish Mysticism
146. Introduction to Islamic Civilization
147. Introduction to Islamic Civilization
152A. Islamic Mysticism: Arabic (Western) Tradition
152B. Islamic Mysticism: Perso-Indian (Eastern) Traditions

AREA COURSES: NORTH AMERICA
African and African American Studies
124S. Slave Society in Colonial Anglo-America: The West Indies, South Carolina, and Virginia
127A. The Caribbean, 1492-1700
127B. The Caribbean in the Eighteenth Century
154. Art and Philosophy from West Africa to the Black Americas

Art History
174. Art and Philosophy from West Africa to the Black Americas

Canadian Studies
98. Introduction to Canada
103S. Geography of Canada

196 Courses and Academic Programs
184S. Canadian Issues
Cultural Anthropology
124S. Culture and Politics in Native America
184S. Canadian Issues
History
98S. Introduction to Canada
108D. Across the Great Divides: United States and Canadian Wests in the Nineteenth and Twentieth Centuries
111A. North America to 1760
124S. Slave Society in Colonial Anglo-America: The West Indies, South Carolina, and Virginia
127A. The Caribbean, 1492-1700
127B. The Caribbean in the Eighteenth Century
145A. African American History
145B. African American History
184S. Canadian Issues
Political Science
98S. Introduction to Canada
184S. Canadian Issues
Sociology
98S. Introduction to Canada
184S. Canadian Issues

AREA COURSES: RUSSIA
History
161. History of Modern Russia
180. The Soviet Experience
201S. The Russian Intelligentsia and the Origins of the Revolution
202S. The Russian Revolution
Literature
112A. Soviet Cinema
164A. Post-Stalinist and Contemporary Soviet Literature
Political Science
276S. Media in Post-Communist Societies
Public Policy Studies
131S. Law, Culture, and the Russian Legal Tradition
243S. Media in Post-Communist Societies
Russian
103S. Studies in the Russian Language and Culture
104S. Studies in the Russian Language and Culture
108S. Soviet Civilization: History and Its Mythologies
130. Soviet Cinema
135A. Contemporary Russian Media
149S. Russian Culture in the Era of Terror: A Reexamination
157S. Law, Culture, and the Russian Legal Tradition
160. The Classics of Russian Twentieth-Century Literature
170. Russian Dissident and Emigré Literature
172S. Pushkin and His Time
175. Tolstoy
176. Dostoevsky
177S. Chekhov
183S. Post-Stalinist and Contemporary Soviet Literature
195. Advanced Russian
196. Advanced Russian: Readings, Translation, and Syntax
Theater Studies
122S. Chekhov

AREA COURSES: SOUTH ASIA
Asian & African Languages and Literature Studies
137. Contemporary Culture in South Asia
138. The Media in Modern India
139. Gender and Expressive Culture in India
Cultural Anthropology
123. Gender and Expressive Culture in India
147. Introduction to Islamic Civilization
148. Introduction to Islamic Civilization

History
101G. Introduction to Islamic Civilization
102G. Introduction to Islamic Civilization
139B. Modern South Asia

Medieval and Renaissance Studies
146A. Introduction to Islamic Civilization
147A. Introduction to Islamic Civilization

Religion
113. Gender and Expressive Culture in India
146. Introduction to Islamic Civilization
147. Introduction to Islamic Civilization
152B. Islamic Mysticism: Perso-Indian (Eastern) Traditions

AREA COURSES: WESTERN EUROPE

Art History
151. Art of Italy in the Seventeenth Century
153. Netherlandish Art and Visual Culture in the Seventeenth and Eighteenth Centuries
158. History of Netherlandish Art and Visual Culture in a European Context
159. History of Netherlandish Art and Visual Culture in a European Context
161. Nineteenth-Century Art, 1789-1848: Revolution to Revolution
166. Nineteenth-Century Art after 1848: Early Modernism
167. Twentieth-Century Art, 1900-1945: The Avant-garde and Modernism
190. Berlin: Architecture, Art and the City, 1871-to the Present

Cultural Anthropology
182. Contemporary European Issues

Economics
60. Economics of a United Europe
146. Adam Smith and the System of Natural Liberty

French
104S. French for Current Affairs
137. Aspects of Contemporary French Culture
140. France in the Making: Language, Nation, and Literary Culture in Premodern Europe
145S. Topics in Renaissance Literature and Culture
152. The Early French Novel
153. The French Enlightenment
256. Modern Literature and History

German
126S. Masters of the Modern: Great Writers of the 20th Century
133S. Introduction to German Drama
137S. Introduction to Twentieth-Century German Women Writers
152S. Berlin in Literature and Culture
155. Advanced German Cultural Studies
245S. The Twentieth Century
270. Consciousness and Modern Society

History
107A. Tudor/ Stuart Britain
107B. Modern Britain
135B. Weimar and Nazi Germany
135C. Germany and the Cold War
138. Reformation Europe
146A. Adam Smith and the System of Natural Liberty
171A. Women in the Middle Ages and Renaissance
256. Modern Literature and History
266S. England in the Seventeenth Century
THE MAJOR

1. Introductory Course: One introductory course emphasizing comparative issues from a selected list of departments.

2. Two core global issues courses: Comparative Area Studies 125, Comparative Approaches to Global Issues, best taken in the spring semester of the freshman or sophomore year. Comparative Area Studies 200S, Advanced Topics, taken fall semester senior year. This is the capstone course for the major.

3. Primary Area Courses:
   a. Corequisite Foreign Language Requirement. Four semester courses in a single language of the primary area are required. Students with advanced placement credits or other evidence of foreign language proficiency are not exempted from this requirement. However, in the following cases students may substitute one or two courses in a second language to meet this requirement: (1) if a second year of a language is not taught at Duke, or (2) if no language course is available at a sufficiently advanced level.
   b. Four semester courses in the geographical area of specialization, with a strong recommendation that students choose courses from a variety
of disciplines. Areas and courses are listed above. Others may be selected with the consent of the director.

4. Selected global issues courses: Three Comparative/Connective or Global Issues courses. One of these courses should be Comparative Area Studies 110, Global Human Geography (when available). The other two should be selected in consultation with the advisor or program director to complement the student's primary area coursework. Alternatively, students may choose two courses from a second world area.

Honors Seminar. For Graduation with Distinction, students must complete a research project in the senior year, through their participation in the Comparative Area Studies 150S senior seminar. Candidates must apply in their junior year. Selection criteria will include both the feasibility of the proposed topic, and the students' ability and skills to carry it out successfully. Inquiries should be addressed to the directors, Comparative Area Studies, 134 Franklin Center.

THE MINOR

Requirements

1. Introductory Course: One introductory course emphasizing comparative issues from a selected list of departments.

2. Two global issues courses, one of which must be Comparative Area Studies 125, Comparative Approaches to Global Issues. The other can be selected among Comparative Area Studies 110, Comparative Area Studies 200S, Advanced Topics, or other Comparative/Connective or Global Issues classes.

3. Primary Area Courses:
   a. Corequisite Foreign Language Requirement. Two semester courses in a single language of the primary area are required.
   b. Two courses in a primary geographic area

Computer Science (COM PSCI)

Professor Biermann, Chair; Associate Professor of the Practice Lucic, Associate Chair; Associate Professor of the Practice Ramm, Director of Undergraduate Studies; Professor of the Practice Astrachan, Director of Undergraduate Studies for Teaching and Learning; Professors Agarwal, Behringer, Edelsbrunner, Ellis, Harer, Marinos, Palmer, Reif, Rose, and Trivedi; Associate Professors Arge, Board, Chase, Greenside, Henriquez, Kedem, Lebeck, Sun, Tomas, and Wagner; Assistant Professors Hartemink, Munagala, Parr, and Yang; Professors Emeriti Gallie, Loveland, Patrick, and Starmer; Associate Professor of the Practice Rodger; Assistant Professor of the Practice Forbes; Assistant Research Professors LaBean and Yan; Adjunct Professors Coughran and Vitter; Adjunct Associate Professors Chatterjee, Fu, and Vahdat; Adjunct Assistant Professors Littman, Markas, Pitsianis, Narten, and Yousif; Lecturer Duvall

A major or a minor is available in this department. The Department of Computer Science provides courses on the concepts of computing and computers, their capabilities, and uses. In most courses students make extensive use of the available computing facilities. Students who wish to take a single introductory course, as part of their general education, usually elect either Computer Science 1, 4, or 6.

1. Principles of Computer Science. (M, QID) QS, STS An overview for students not intending to major in computer science. Computer programming, algorithms, symbolic and numeric computation, computer systems, basic theoretical foundations, and the effects of computer and information technology on society. Not open to students having credit for Computer Science 6 or higher. Instructors: Biermann, Forbes, or Ramm. One course. C-L: Information Science and Information Studies

200 Courses and Academic Programs
4. Programming and Problem Solving. (M, QID) QS Programming and problem solving in a specific domain such as robotics, virtual worlds, web programming, biology, genomics, or computer science. Students learn the basics of programming by studying problems in one application area. Instructor: Staff. One course. C-L: Information Science and Information Studies

6. Program Design and Analysis I. (M, QID) QS Design and implementation of programs to solve problems in computer science, engineering, and natural sciences. Object-oriented programming using Java, analysis of programs and algorithms, reading, modifying, and designing classes, data structures including arrays, sets, and maps. Intended as an introduction for majors and those interested in programming and computer science with applications in the sciences. Prerequisite: familiarity and experience with programming using variables, loops, functions, and arrays. Mathematics 31 or equivalent (may be taken concurrently). Instructor: Astrachan, Duvall, Forbes, Ramm, or Rodger. One course. C-L: Information Science and Information Studies

6G. Introduction to Computer Science and Programming From a Genomics Perspective. (M, QID) QS, STS Problem-solving techniques using a computer, top-down decomposition and object-oriented solution methodologies, introduction to programming in the Java language, introduction to toolkits for programming genomics example such as BioJava and BioPerl, simple CGI programming, introduction to dynamic programming, web protocols. Contributions of computational techniques to the human genome project and genomics. Technical and social implications of genomics and genostudies made possible by advances in algorithms, computational methods, and computational models. (Not open to students who have taken Computer Science 6 or 6X.) Instructor: Astrachan. One course.

6L. Introduction to Program Design and Analysis I. (M, QID) QS Same as Computer Science 6 except requires a separate lab. Instructor: Staff. One course.

6X. Honors Program Design and Analysis I. (M, QID) QS Similar to Computer Science 6, but faster paced and more challenging. Examples from physical and life sciences. Instructor: Staff. One course.

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course. C-L: Information Science and Information Studies


97S. Minds and Computers: Foundations of Artificial Intelligence. (M, QID) QS, R The project of Artificial Intelligence (AI) and the idea of understanding the mind/brain as a computing machine. Elementary ideas both in computational theory and in programming (for example, LISP). Examination of neural network models built to understand the workings of the brain, and major AI projects in knowledge representation, game playing and autonomous robotics, issues in the philosophical foundations of AI, such as the idea of Turing Test, and evaluation of debates between AI researchers and their critics. Open only to students in the FOCUS Program. Instructor: Staff. One course. C-L: Information Science and Information Studies


100E. Program Design and Analysis II. (M, QID) QS Same as Computer Science 100, for students who have taken Engineering 53. Overview of advanced data structures and analysis of algorithms, data abstraction and abstract data types, object-oriented
programming, proofs of correctness, complexity, and computability. Instructor: Astrachan, Duvall, Forbes, Ramm, or Rodger. One course.

102. Discrete Math for Computer Science. (M, QID) QS Mathematical notations, logic, and proof; linear and matrix algebra; graphs, digraphs, trees, representations, and algorithms; counting, permutations, combinations, discrete probability, Markov models; advanced topics from algebraic structures, geometric structures, combinatorial optimization, number theory. Prerequisites: Mathematics 31 and 32; Computer Science 6. Instructor: Agarwal, Arge, Edelsbrunner, Reif, or Rose. One course.

104. Computer Organization and Programming. (M, QID) QS Computer structure, machine language, instruction execution, addressing techniques, and digital representation of data. Computer systems organization, logic design, microprogramming, and interpreters. Symbolic coding and assembly systems. Prerequisite: Computer Science 100 or consent of instructor. Instructor: Kedem, Lebeck, or Wagner. One course.

106. Programming Languages. (M, QID) QS Syntax and semantics of programming languages. Compilation, interpretation, and programming environments; including programming languages such as Algol, PL/1, Pascal, APL, LISP, and Prolog. Exercises in programming. Prerequisite: Computer Science 104. Instructor: Wagner. One course.

C-L: Information Science and Information Studies

108. Software Design and Implementation. (M, QID) QS Techniques for design and construction of reliable, maintainable and useful software systems. Programming paradigms and tools for medium to large projects: revision control, UNIX tools, performance analysis, GUI, software engineering, testing, documentation. Prerequisite: Computer Science 100. Instructor: Astrachan or Duvall. One course.


110. Introduction to Operating Systems. (M, QID) QS Basic concepts and principles of multiprogrammed operating systems. Processes, interprocess communication, CPU scheduling, mutual exclusion, deadlocks, memory management, I/O devices, file systems, protection mechanisms. Also taught as Electrical Engineering 153. Prerequisites: Computer Science 100 and 104. Instructor: Chase, Ellis, or Wagner. One course.

114. Introduction to Computer Networks. (M, QID) QS, R Networking and distributed systems. Network infrastructure support for distributed applications ranging from email to web browsing to electronic commerce. Principles underlying the design of our network infrastructure and the challenges that lie ahead. The socket API, security, naming network file systems, wireless networks, Internet routing, link layer protocols (such as Ethernet), and transport protocols (TCP). Hands-on programming assignments covering issues in distributed systems and networking. Prerequisites: Computer Science 108 and 110 or equivalent. Instructor: Staff. One course.


202 Courses and Academic Programs
120L. Introduction to Switching Theory and Logic Design. (M) QS Techniques for the analysis and design of combinational and sequential networks. Discrete mathematical systems, binary arithmetic, Boolean algebra, minimization of functions, synchronous and fundamental mode sequential circuit design, design with MSI and LSI components, and special properties of switching functions are covered. Selected laboratory work. Also taught as Electrical Engineering 151L. Instructor: Cramer or Marinos. One course.

124. Computer Graphics. (M, QID) QS Overview, motivation, and history; OpenGL and OpenInventor; coordinate systems and geometric transforms; drawing routines, antialiasing, supersampling; 3d object representation, spatial data structures, constructive solid geometry; hidden-surface-removal algorithms, z-buffer, A-buffer; illumination and shading models, surface details, radiosity; achromatic light, color specification, colorimetry, different color models; graphics pipeline, SGI reality engine, Pixel 5; animation, levels of detail. Prerequisites: Computer Science 108 and Mathematics 104. Instructor: Agarwal or Duvall. One course.

130. Introduction to the Design and Analysis of Algorithms. (M, QID) QS Design and analysis of efficient algorithms including sorting, searching, dynamic programming, graph algorithms, fast multiplication, and others; nondeterministic algorithms and computationally hard problems. Prerequisites: Computer Science 100 or equivalent and three semesters of college mathematics. Instructor: Arge, Edelsbrunner, or Reif. One course.

140. Mathematical Foundations of Computer Science. (M, QID) QS An introduction to theoretical computer science including studies of abstract machines, the language hierarchy from regular sets to recursively enumerable sets, noncomputability, and complexity theory. Prerequisites: Computer Science 100 and Mathematics 103. Instructor: Reif or Rodger. One course.

148. Logic and Its Applications. (M, QID) QS One course. C-L: see Mathematics 188; also C-L: Philosophy 150


150. Introduction to Numerical Methods and Analysis. (M, QID) QS Theory, algorithms, and software that concern numerical solution of linear equations, approximation and interpolation of functions, numerical solution of nonlinear equations, and numerical solution of ordinary differential equations. Prerequisite: Computer Science 6; Mathematics 31; 32; 104 or 111. Instructor: Rose or Sun. One course.

150S. Introduction to Numerical Methods and Analysis. (M, QID) QS Seminar version of Computer Science 150. One course.

160. Introduction to Computational Genomics. (M, QID) NS, QS A computational perspective on the analysis of genomic and genome-scale information. Focus on exploration and analysis of large genomic sequences, but also attention to issues in structural and functional genomics. Topics include genome sequence assembly, local and global alignment, gene and motif finding, protein threading and folding, and the clustering and classification of genes and tissues using gene expression data. Students to learn computational approaches to genomics as well as to develop practical experience with handling, analyzing, and visualizing information at a genome-scale. Instructor: Hartemink. One course.

181S. Computer Science Seminar. (M, QID) QS, R, W In-depth exploration of specific areas in computer science. The methods of critical inquiry and scholarly research reinforced with regular written analysis, seminar-style presentations and collaborative research projects. Prerequisites: Computer Science 100 and 104. Instructor: Staff. One course. C-L: Information Science and Information Studies, Markets and Management Studies

182S. Technical and Social Analysis of Information and the Internet. (M) QS, R, SS, STS, W The development of technical and social standards governing the Internet and Information Technology in general. The role of software as it relates to law, patents, intellectual property, and IETF (Internet Engineering Task Force) standards. Written analysis of issues from a technical perspective with an emphasis on the role of software and on how standards relate to social and ethical issues. Meets as a seminar with an additional weekly meeting to accommodate guest lectures. Prerequisite: Computer Science 100 or consent of instructor. Instructor: Astrachan. One course. C-L: Information Science and Information Studies

189S. Computer Science Education Research Seminar. A project-based course involving discussion of current research in computer science education, issues on computer science curricula, and educational techniques in general. Students should have experience in teaching or tutoring computer science. May be repeated. Consent of instructor required. Instructor: Staff. Half course.


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


193. Independent Study. Individual work in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper, project, or written report covering a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

195. Computer Science Internship. Open to computer science majors engaged in industrial work experience only. A faculty member will supervise a program of study related to the work experience, including a substantive paper containing significant analysis and interpretation on a computer science-related topic. Consent of director of internship programs required. Prerequisites: Computer Science 104 and 108. Instructor: Staff. One course.

196. Topics in Computer Science. (M, QID) QS Topics from various areas of computer science, changing each year. Prerequisite: Computer Science 100 or equivalent. Instructor: Staff. One course.

196S. Topics in Computer Science. (M, QID) QS Seminar version of Computer Science 196. Instructor: Staff. One course.

197. Topics in Computer Science. (M, QID) QS, R Topics from various areas of computer science, changing each year. Includes research intensive work exposing the student to computer science research methodology and resulting in a major document or project. Prerequisite: Computer Science 100. Instructor: Staff. One course.

For Seniors and Graduates

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

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

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


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

218. Compiler Construction. (M, QID) QS Models and techniques used in the design and implementation of assemblers, interpreters, and compilers. Lexical analysis, compilation of arithmetic expressions and simple statements, specifications of syntax, algorithms for syntactic analysis, code generation and optimization techniques. Instructor: Wagner. One course.

220. Advanced Computer Architecture I. (M, QID) QS, R Fundamental aspects of advanced computer architecture design and analysis. Topics include processor design, pipelining, superscalar, out-of-order execution, caches (memory hierarchies), virtual memory, storage systems, simulation techniques, technology trends and future challenges. Prerequisite: Computer Science 104 or Electrical and Computer Engineering 152 or equivalent. Instructors: Board, Kedem, Lebeck, or Sorin. One course. C-L: Electrical and Computer Engineering 252

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


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

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


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

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

250. Numerical Analysis. (M, QID) QS, R Error analysis, interpolation and spline approximation, numerical differentiation and integration, solutions of linear systems,
nonlinear equations, and ordinary differential equations. Prerequisites: knowledge of
an algorithmic programming language, intermediate calculus including some
differential equations, and Mathematics 104. Instructor: Rose or Sun. One course. C-L:
Mathematics 221, Statistics and Decision Sciences 250
264. Nonlinear Dynamics. (M, QID) QS, R One course. C-L: see Physics 213
270. Artificial Intelligence. (M, QID) QS Heuristic versus algorithmic methods;
programming of games such as chess; theorem proving and its relation to correctness
of programs; readings in simulation of cognitive processes, problem solving, semantic
memory, analogy, adaptive learning. Prerequisite: Computer Science 100 or consent of
instructor. Instructor: Biermann or Parr. One course.
271. Numeric Artificial Intelligence. (M, QID) QS Introduction to the core areas of
artificial intelligence from a quantitative perspective. Topics include planning in
deterministic and stochastic domains; reasoning under uncertainty, optimal decision
making; computer speech, computer vision, and robotics; machine learning, supervised
and reinforcement learning; natural language processing; agents. Minimal overlap with
Computer Science 270. Prerequisite: Computer Science 100 or consent of instructor.
Instructor: Parr. One course.
274S. Computational Linguistics Seminar. (M, QID) QS, R Readings and research
seminar on topics related to the processing of English or other natural languages:
syntax, semantics, pragmatics, discourse, and others. Prerequisite: Computer Science
270 or consent of instructor. Instructor: Biermann. One course. C-L: Linguistics 274S
296. Advanced Topics in Computer Science. Instructor: Staff. One course.
296S. Advanced Topics in Computer Science. (M, QID) QS Same as Computer Science
296, except taught as a seminar. Instructor: Staff. One course.
297. Advanced Topics in Computer Science. (M, QID) QS, R Advanced topics from
various areas of computer science, changing each year. Includes research intensivel
exposing the student to computer science research methodology and resulting in a
major document or project. Instructor: Staff. One course.
COURSES CURRENTLY UNSCHEDULED
198S. Seminar in Research Practice and Methodology. (QID)
206. Programming Languages. (M, QID) QS
222. Introduction to VLSI Systems. (QID)
223. Application Specific VLSI Design. (M, QID) QS, R
232. Mathematical Analysis of Algorithms. (M, QID) QS, R
236. Parallel Algorithms. (M, QID) QS
242. Logic for Computer Science. (QID)
254. Numerical Linear Algebra. (M, QID) QS
256. Functional Analysis for Scientific Computing. (QID)
266. Communication, Computation, and Memory in Biological Systems. (QID)
291. Reading and Research in Systems. (QID)
292. Reading and Research in Algorithms and Complexity. (QID)
293. Reading and Research in Scientific Computing. (QID)
294. Reading and Research in Artificial Intelligence. (QID)

THE MAJOR

For the A.B. Degree

Prerequisites. Computer Science 6, Mathematics 31, 32.
Science 102 or both Mathematics 135 and one of Mathematics 124 or Math 187. Two
100- or 200-level electives: one in Computer Science (not an independent study
course) and one in Computer Science, Electrical Engineering, Mathematics, Statistics, or in a related area approved by the director of undergraduate studies.

For the previous curriculums, see: http://www.cs.duke.edu/cseducation/undergrad/ba.html

For the B.S. Degree

**Prerequisites.** Computer Science 6, Mathematics 31, 32, 103, 104.

**Major Requirements.** Computer Science 100, 104, 108, 110, 130, 140, and 150. Computer Science 102 or both Mathematics 135 and one of Mathematics 124 or Mathematics 187. Three 100- or 200-level electives: one in Computer Science (not an independent study course) and two in Computer Science, Electrical Engineering, Mathematics, Statistics, or in a related area approved by the director of undergraduate studies.

For the previous curriculums, see: http://www.cs.duke.edu/cseducation/undergrad/ba.html

**Departmental Graduation with Distinction**

A program for Graduation with Distinction in computer science is available. Candidates for a degree with distinction, high distinction, or highest distinction must apply to the director of undergraduate studies and meet the following criteria. Candidates for Graduation with Distinction must have a grade point average of 3.0 or higher in computer science courses numbered above 100. Candidates must complete a substantial project, representing at least one year's work and including at least one independent study, under the guidance of a faculty member in computer science who oversees and endorses the project. The project should represent a significant intellectual endeavor including the writing of a report. A presentation of the project must be made to a committee of three faculty members, two of whom will normally be from computer science although for interdisciplinary projects this restriction can be relaxed. Graduation with high or highest distinction is awarded at the discretion of the faculty committee in consultation with the director of undergraduate studies. Graduation with high or highest distinction is typically awarded for projects that are of publishable quality. In addition, candidates for a degree with high or highest distinction should have a grade point average of 3.5 or higher in those computer science courses related to the area of research; these courses must include at least one course at the 200-level.

**THE MINOR**

Five courses in computer science (including the prerequisite), at least four of which must be at the 100-level or above.

**Prerequisites.** Computer Science 100E, or both Computer Science 6 and Computer Science 100.

**Requirements.** Computer Science 104; additional courses from the following: Computer Science 108, 110, 130, 150, 170, or any 200-level course.

**INTERNSHIP PROGRAM**

The Computer Science Internship Program (CSIP) provides undergraduate computer science majors the opportunity to apply knowledge gained in the classroom to a job, and to build on this knowledge upon their return. The internship period is a two-semester leave consisting of one summer plus the spring semester before or the fall semester following. This period can be extended by one additional semester. One credit can be earned in the semester following the internship period through the independent study course Computer Science 195.

To participate in the CSIP program, students must take Computer Science 104 and 108, and declare computer science as their first major. An application for the CSIP program should be completed at the beginning of the semester prior to the internship
period to allow time for interviewing with companies. Approval for Computer Science 195 must be obtained before the internship begins, and a faculty mentor associated with this course must be designated at this time. For further information, contact the director of the Internship Program, Department of Computer Science.

**Cultural Anthropology (CULANTH)**

Associate Professor Allison, Chair; Associate Professor Nelson, Director of Undergraduate Studies; Professor O'Barr; Associate Professors Baker, Ewing, Litzinger, Piot, Silverblatt, and Starn; Assistant Professors Jackson, Stein, and Thomas; Professors Emeriti Apte, Friedl, and Quinn; Secondary Appointments: Professors Andrews (Slavic languages), Butters (English), Mignolo (romance studies), and Reddy (history); Associate Professor Tetel (English); Assistant Professor Mantjes (music); Adjunct Assistant Professor Thompson (documentary studies)

A major or minor is available in this department.

Cultural anthropology is a comparative discipline that studies the world's peoples and cultures. It extends perspectives developed from anthropology's initial encounter with the "primitive" world to studies of complex societies, including rural and urban segments of the Third World and contemporary industrial countries.

Cultural anthropologists at Duke concentrate on political economy, culture, ideology, history, mass media, and discourse, and the relations among them. These concerns lead them to such specific research and teaching interests as: colonialism and state formation; the role of culture in cognition; the politics of representation and interpretation; popular culture, film, and advertising; the bases of ideological persuasion and resistance; gender ideology; language use in institutional contexts; class formation and political consciousness; and the creation and use of ethnic and national identities. The department also offers courses that introduce the various traditional subfields of cultural anthropology, and other, integrative courses on world areas. Students without prerequisites for a course may ask the instructor for admission.

20S. Studies in Special Topics. SS Opportunities for first-year students to engage with a specific issue in cultural anthropology, with emphasis on student writing. Topics vary each semester offered. Instructor: Staff. One course.

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.


94. Introduction to Cultural Anthropology. CCI, CZ, SS Theoretical approaches to analyzing cultural beliefs and practices cross-culturally; application of specific approaches to case material from present and/or past cultures. Instructor: Staff. One course. C-L: Comparative Area Studies

100. Duke-Administered Study Abroad: Special Topics in Cultural Anthropology. CCI Topics differ by section. Instructor: Staff. One course.

102S. Introduction to Theoretical Linguistics. (Q1D) R, SS One course. C-L: see Linguistics 104S; also C-L: English 113S

103A. Alcohol and Culture. CCI, EI, SS Examination of cultural and social dimensions of alcohol use cross-culturally, with special attention to ethical issues surrounding control of alcohol use, frameworks for judging "abuse," and the political and social agendas of researchers and caregivers across range of societies. Local field research (on and off campus). Instructor: Ewing. One course.

104. Anthropology and Film. SS The study of feature films and documentaries on issues of colonialism, imperialism, war and peace, and cultural interaction. An introduction to critical film theory and film production in non-Western countries. Instructor: Allison,
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Jackson, or Litzinger. One course. C-L: Documentary Studies, Film/Video/Digital, Marxism and Society

104D. Anthropology and Film. SS Same as Cultural Anthropology 104 except instruction is provided in lecture and discussion group each week. Instructor: Litzinger. One course. C-L: Film/Video/Digital, Marxism and Society

106. Life in America: Identity and Everyday Experience. CCI, CZ, SS How American culture shapes the everyday lives of people in the United States. Focus on two themes: cultural differences as well as similarities within and between ethnic groups, and the impact of history, large institutions, and global relations on all Americans. Instructor: Baker. One course.

107. Introduction to Linguistics. (QID) CCI, SS One course. C-L: see Linguistics 101; also C-L: English 111, Comparative Area Studies

108. Fantasy, Mass Media, and Popular Culture. CCI, R, SS A cross-cultural study of how images and stories that are mass produced affect the world view, identities, and desires of their consumers. Independent ethnographic research on a phenomenon in mass culture required. Instructor: Allison. One course. C-L: Comparative Area Studies, Documentary Studies, Policy Journalism and Media Studies

109S. Culture and Romance: Anthropology and the Motion Picture. ALP, CCI, CZ Study of the representation of non-US cultures in the genre of major motion pictures (as opposed to ethnographic film). Focus will be on films about Kenya, Italy, and the South Pacific. Examination of motives for foreign travel and experiences of living abroad as depicted in films. Consideration of how other cultures are romanticized and orientalized in movies. Films about each of the cases to be screened. Discussions focus on critical film reviews, issues of anthropological theory and the theory of representation, as well as students' own insights. Instructor: O'Barr. One course.

110. Advertising and Society: Global Perspective. CCI, SS History and development of commercial advertising; advertising as a reflector and/ or creator of social and cultural values; advertisements as cultural myths; effects on children, women, and ethnic minorities; advertising and language; relation to political and economic structure; and advertising and world culture. Emphasis on American society complemented by case studies of advertising in Canada, Japan, Mexico, Russia, Western Europe, and selected other countries. Instructor: O'Barr. One course. C-L: English 120, Sociology 160, Linguistics 120, Canadian Studies, Comparative Area Studies, Film/Video/Digital, Markets and Management Studies, Policy Journalism and Media Studies, Women's Studies

110D. Advertising and Society: Global Perspective. CCI, SS Same as Cultural Anthropology 110 except instruction is provided in lecture and discussion group each week. Instructor: O'Barr. One course. C-L: Sociology 160D, English 120D, Linguistics 120D, Markets and Management Studies

111. Anthropology of Law. CCI, SS Comparative approach to jurisprudence and legal practice, dispute resolution, law-making institutions and processes, and the relation of law to politics, culture, and values. Instructor: O'Barr. One course.

112. Current Topics in Linguistics. SS Advanced study of an area of linguistics or grammar. Instructor: Staff. One course.

113. Gender and Culture. CCI, SS Explanation of differing beliefs about gender cross-culturally, by comparison with dominant themes about gender in our own cultural history and contemporary ideological struggles. Instructor: Allison or Silverblatt. One course. C-L: Marxism and Society, Women's Studies

114. Languages of the World. (QID) CCI, SS One course. C-L: see Linguistics 102; also C-L: English 114, Russian 117, Comparative Area Studies

115S. The Anthropology of Gender: Special Topics. SS Topics to be selected each semester from: gender myths; gender in mass media; science, gender, and culture;
gender, work, and family; gender and the state; and others. Instructor: Allison, Quinn, Silverblatt, or Starn. One course. C-L: Women's Studies

116S. Advertising and Masculinity. CCI, SS Gender representations in advertising, focusing on masculinity. Consideration also given to representations of femininity in advertising, to the nature and complexity of gender, and to the history and place of advertising in society and culture. Case materials drawn primarily from contemporary American advertising, with examples from other time periods and other national advertising traditions. Consent of instructor required. Instructor: O'Barr. One course. C-L: Film/Video/Digital, Markets and Management Studies, Policy Journalism and Media Studies, Women's Studies

117. Global Culture. CCI, SS Globalization examined through some of its dominant cultural forms— the marketing of pop music, the globalization of TV culture, the spread of markets and commodities, the export of political ideologies. Special focus given to the way in which these forms both affect and are transformed by local cultures in Africa, South Asia, East Asia, and Latin America. Instructor: Allison, Litzinger, Piot, or Starn. One course. C-L: Comparative Area Studies, Marxism and Society

121. Culture and Politics in China. CCI, CZ, SS Introduction to the study of contemporary China, including Taiwan and the Chinese Diaspora. Key themes include family and kinship, sex and gender, regional diversity, ethnic minority relations, the politics of modernity, revolution, and reform, and the representation of Chinese identity through popular media, film, and travel. Instructor: Litzinger. One course. C-L: Comparative Area Studies

122. Culture and Politics in Africa. CCI, CZ, SS One course. C-L: African and African American Studies 122, Comparative Area Studies, Marxism and Society

123. Gender and Expressive Culture in India. ALP, CCI, CZ One course. C-L: see Asian & African Languages and Literature Studies 139; also C-L: Religion 113, Comparative Area Studies, Women's Studies


125. Comparative Approaches to Global Issues. CCI, CZ, SS One course. C-L: see Comparative Area Studies 125; also C-L: History 137, Political Science 125, Religion 183, Sociology 125, Marxism and Society

126. Muslim World: Transformations and Continuities. CCI, SS The diversity of social practices within the community of Islam. Particular emphasis on gender relations, religious movements, diaspora communities, and social change. Instructor: Ewing. One course. C-L: Religion 119, Comparative Area Studies, Women's Studies

126S. Muslim World: Transformations and Continuities. CCI, CZ, SS, W The diversity of social practices within the community of Islam. Particular emphasis on gender relations, diaspora communities, religious movements, and social change. Open only to participants in FOCUS. Instructor: Ewing. One course.

127. Culture and Politics in Japan. CCI, CZ, W The intersection between Japanese economic and political institutions and the cultural conventions that establish and challenge Japanese identity today. Emphasis on issues of ethnic diversity within Japan, as well as Japan's place within global culture and the global economy. Weekly essays and research paper required. Instructor: Allison. One course. C-L: Comparative Area Studies, Marxism and Society

128. Culture and Politics in Latin America. CCI, CZ, EI, SS Key themes in Latin American societies, including art, literature, history, violence and human rights,
economic development, and rebellion and revolution. Instructor: Nelson or Starn. One course. C-L: Comparative Area Studies, Documentary Studies, Marxism and Society 129. Culture and Politics in the Caribbean. CCI, CZ, SS Perspectives on the Caribbean as a geo-political and socio-cultural region, and on contemporary Caribbean diaspora cultures. How the region's long and diverse colonial history has structured relationships between race, ethnicity, class, gender and power, as well as how people have challenged these structures. The processes by which the meeting and mixing of peoples and cultures has occurred in this region in which there have been massive transplantations of peoples and their cultures from Africa, Asia, and Europe, and upon which the United States has exerted considerable influence. Instructor: Thomas. One course. C-L: African and African American Studies 129, Women's Studies 114, Latin American Studies 129A. West African Rootholds in Dance. ALP, CCI One course. C-L: see Dance 110A; also C-L: African and African American Studies 110A, Asian & African Languages and Literature Studies 110A, Religion 161A 129B. West African Rootholds in Dance. ALP, CCI One course. C-L: see Dance 110B; also C-L: African and African American Studies 110B, Asian & African Languages and Literature Studies 110B, Religion 161B 131S. Documentary Film/Video Theory and Practice. ALP One course. C-L: see Film/Vide...
the political and economic causes of racism; ethics of racism. Instructor: Staff. One course.

145A. World Music: Aesthetic and Anthropological Approaches. ALP, CCI, CZ One course. C-L: see Music 136; also C-L: Comparative Area Studies, Documentary Studies

145B. Music, Social Life, and Scenes. ALP, CCI, CZ, R One course. C-L: see Music 137; also C-L: Documentary Studies

147. Introduction to Islamic Civilization. CCI, CZ, EI One course. C-L: see Religion 146; also C-L: History 101G, Medieval and Renaissance Studies 146A, Comparative Area Studies, Information Science and Information Studies

148. Introduction to Islamic Civilization. CCI, CZ, EI One course. C-L: see Religion 147; also C-L: History 102G, Medieval and Renaissance Studies 147A, Comparative Area Studies

149. Dance and Dance Theater of Asia. ALP, CCI, CZ One course. C-L: see Dance 149; also C-L: Theater Studies 149, Asian & African Languages and Literature Studies 149, Religion 161C

149A. Gender in Dance and Theatre. ALP, CCI, CZ One course. C-L: see Dance 175; also C-L: Women's Studies 111, Theater Studies 132, Asian & African Languages and Literature Studies 176

149B. History and Practice of the Dance and Dance-theatre of India. ALP, CCI, CZ One course. C-L: see Dance 147; also C-L: Religion 161J, Theater Studies 134, Asian & African Languages and Literature Studies 154

150. Religions of the African Diaspora. CCI, CZ, SS One course. C-L: African and African American Studies 150, Religion 160, Comparative Area Studies

152. Identity and Cultural History: The Ottoman Context. ALP, CCI, CZ, R One course. C-L: see Turkish 135; also C-L: Religion 161F, History 141A

154D. The History of Emotions. CCI, CZ, R, W One course. C-L: see History 154CD

155. Palestine, Israel, Arab-Israeli Conflict. CCI, EI, SS Introduction to Israeli and Palestinian culture, politics, and society and the central historical events of the Israel/Palestinian conflict. From early Zionist settlement in Palestine in the late nineteenth century and concluding with the "Peace Process" of the 1990s, the second Palestinian uprising (Intifada), and the Israeli military reoccupation of the Palestinian territories. Ethics of both the Israeli occupation and the Palestinian resistance struggles against occupation. Instructor: Stein. One course. C-L: Asian & African Languages and Literature Studies 159, Judaic Studies

162S. Farmworkers in North Carolina: Roots of Poverty, Roots of Change. CCI, SS One course. C-L: see Documentary Studies 162S; also C-L: Documentary Studies

163. Foundations of Chinese Civilization. CCI, CZ, EI The contemporary experience in China and its relation to ethnic, spiritual, social, aesthetic, moral, political, and economic themes in China's past. (Taught in China.) Not open to students who have taken History 163. Instructor: Staff. One course. C-L: Comparative Area Studies

164S. The Anthropology of Hinduism: From Encounter to Engagement. ALP, CCI, CZ, R One course. C-L: see Religion 164S; also C-L: Documentary Studies

166. Cross-Cultural Perspectives on Development: A View from Japan. CCI, SS One course. C-L: see Psychology 132B


174. Gender and Language. (QID) CCI, R, SS One course. C-L: see Russian 174; also C-L: English 115, Women's Studies 174, Linguistics 174

175. African American Intellectual History, Twentieth Century. CCI, CZ, W Ideas about race, culture, and identity still shape strategies for African American
empowerment and securing the ideals of democracy in the United States. "Classic" texts from each decade of the twentieth century. Explore the location of the authors' work within its historical and political contexts. Attention given to the texture of (debates within) the African American intellectual community. Instructor: Baker. One course. C-L: African and African American Studies 178, History 176

176D. Globalization and the Limits of Translation. CCI, CZ, W One course. C-L: see History 176D; also C-L: Romance Studies 176D, Literature 143B, Dance 176

180. Current Issues in Anthropology. Selected topics in methodology, theory, or area. Instructor: Staff. One course.

180S. Current Issues in Anthropology. Same as Cultural Anthropology 180 except instruction is provided in seminar format. Instructor: Staff. One course.

182. Contemporary European Issues. CCI, CZ, FL One course. C-L: see Spanish 133S; also C-L: Comparative Area Studies

184S. Canadian Issues. CCI, SS One course. C-L: see Canadian Studies 184S; also C-L: History 184S, Political Science 184S, Sociology 184S, Comparative Area Studies

186A. Independent Study. Individual inquiry and reading in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. With consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

186B. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. With consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

187. Variety in Language: English in the United States. CCI, SS One course. C-L: see Linguistics 187; also C-L: English 187

189S. Crossing Cultures. CCI, SS, W Exploration of students' cross-cultural experience during study abroad; readings in communication, culture, ethnic and personal identity, colonialism, postcolonialism and modernization, problems of translation, the possibility of transcendence of local cultures, and multiculturalism at home in America. Prerequisite: completion of a study abroad program. Instructor: Litzinger. One course. C-L: Comparative Area Studies


191ES. Global Environmentalism and the Politics of Nature. CCI, CZ, SS, STS Exploration of several themes: how local, national, and transnational organizations manage the environment, discuss it; study it, protect and defend it; who speaks for nature and to what ends; the differences between capitalist and socialist approaches to the environment; how relations among natures, nations, social movements, individuals, and institutions have changed over time. Case studies from Africa, East and Southeast Asia, India, Latin America, and the United States; study of new theoretical writing on the relationship between humans, technology, capital, and nature. Instructor: Litzinger. One course. C-L: Information Science and Information Studies

191FS. The Inca Empire and Colonial Legacies. CCI, CZ, SS Focus on the history of the Inca empire, its complex economic organization, ecologically sensitive use of environmental resources, sophisticated political and religious structures, and magnificent architecture and material culture. How the empire's descendents accommodated and challenged the forces of Spanish colonialism. Instructor: Silverblatt. One course. C-L: History 179BS
191H. The African Diaspora. CCI, CZ, SS One course. C-L: see African and African American Studies 192H; also C-L: Comparative Area Studies

191J. Gender and Sexuality in Latin America. CCI, CZ, SS Gender and sexuality as strands within complex fabrics of identification. Anthropological case studies, including ethnography, film, and theoretical analyses, drawn from Latin America; the possibility of specific gender formations in that geographical region. Relations among men, women, "cochones," "machos," "virgenes," Malinches, "mestizos," "mujeres Mayas," "travestis," revolutionaries, gringos and gringas, throughout the whole continent of the Americas. How gender and sexuality affect and are affected by other forms of identification such as race and ethnicity, class, colonialism, nationalism, and globalization. The role of stereotypes. Instructor: Nelson. One course. C-L: Women's Studies 189, Latin American Studies

191K. Anthropology and Social Movements. CCI, SS Focus on anthropological approaches to movements geared toward social-cultural transformation, and the changing contexts in which they emerge. A cross-cultural perspective on historical and contemporary dilemmas such as missionization, colonialism, and globalization. Attention to the ways people mobilize to challenge hierarchies of class, gender, race, generation, and sexuality, as well as the new coalitions forming in response to current problems worldwide. Practical field component included. Consent of instructor required. Instructor: Thomas. One course. C-L: Women's Studies 184

191M. Myth, Ritual, Symbol. CCI, CZ, SS, W Cross cultural examination of roles of myths, rituals, and symbols in meaning-making, creation of identity, reproduction of cultural forms and challenges to the construction of "normal." Draws on ethnography, classical anthropological theory, film and participant-observation. Explores functionalist, psychoanalytic, structuralist, and feminist modes of analysis. Culture areas include Ndembu of Zambia, Maya of Guatemala, Turkish village life, Nazi Germany, and present-day United States. Instructor: Nelson. One course.

191N. Sex and Money. CCI, SS Sexual practices that involve transactions of money in different cultural and historical settings, including "regular" marriage practices that involve exchanges of money and goods as well as extramarital practices where one party is selling bodily acts. Examination of the ethics and politics of these exchanges questioning who benefits from them (and who not) and how to also assess other bodily transactions including prostitution and surrogacy. Reading materials on sexual practices in different cultural contexts (including Tonga, Thailand, Brazil, India, Ghana, China, Japan, Russia, Turkey, Indonesia). Comparisons made in terms of culture, religion, ethical systems, politics, and economy. Instructor: Allison. One course.

191P. Globalization and Anti-Globalization. CCI, CZ, SS The politics and process of globalization in light of the responses, ideologies, and practices of the anti-globalization movement. Focus on the interrelationship between the analysis of globalization and policy formulation on such topics as social justice, labor, migration, poverty, natural resource management, and citizenship. Case studies from the United States, Latin America, South and East Asia, Africa, and Europe. Instructor: Litzinger. One course.

192. Latin American Culture(s). CCI, CZ The changing and varied faces of culture and tradition in Latin America. Spanish, indigenous, African, and Asian influences that have defined, clashed, and mingled in the subcontinent; poetry and novels as well as work by anthropologists, historians, and other scholars. Some previous coursework or experience in Latin America desirable, but not required. Instructor: Starn. One course.

195S. Senior Seminar Distinction Program Sequence. R No credit for Cultural Anthropology 195S without satisfactory completion of Cultural Anthropology 196S. Consent of director of undergraduate studies required. Instructor: Staff. One course.

196S. Senior Seminar Distinction Program Sequence. W Continuation of Cultural Anthropology 195S, and required for credit for 195S. Consent of director of undergraduate studies required. Instructor: Staff. One course.
197. Methods in Qualitative Cultural Analysis. EI, R, SS, W Anthropology as a discipline (a field of study) and the site where anthropologists work: the field. Combines theories of anthropological fieldwork methods with practice, including participation, observation, and interviews. Examines classic ethnography as well as criticism, focus on ethics and representation. Instructor: Nelson. One course.

198S. Special Topics in Linguistics. (QID) CCI, SS Same as Linguistics 199 except instruction is provided in a seminar format. Instructor: Staff. One course.

199C. Bolivian Culture. CCI, CZ History of the peoples of Bolivia, the most Indian of the Latin American republics. Special emphasis on the multiethnic and largely rural society. The Spanish colonial past and the predominance of Amerindian languages such as Quechua and Aymara and the occurrence of some pre-Incan languages. The complex amalgam of Western and non-Western cultures. (Taught in Bolivia.) Instructor: Staff. One course. C-L: Latin American Studies

199FS. Bolivian Culture and Society since 1978. ALP, CCI, FL One course. C-L: see Spanish 140BS; also C-L: Latin American Studies

199H. Andean Anthropology. CCI, SS Theoretical and methodological guidelines for the construction of a genuine Andean anthropology according to contemporary sociocultural rules. Taught in Bolivia. Instructor: Staff. One course.

199J. Workshop on Popular Culture. CCI, FL, SS Popular culture in Bolivia examined through documentary study and field work, especially using oral history. (Taught in Bolivia.) Instructor: Staff. One course.

For Seniors and Graduates


202. Semiotics of Culture. ALP, CCI, CZ, R One course. C-L: see Russian 202; also C-L: English 206

213S. Linguistics and Law. SS One course. C-L: see Linguistics 213S; also C-L: English 215S

232S. Historical and Anthropological Approaches to Emotion. CCI, CZ, R One course. C-L: see History 232AS

253S. Person-Centered Interviewing. R, SS Strategies for effective interviewing, including how to establish rapport, ask productive questions, recognize nonverbal communications, and interpret data using various theoretical models. Students are required to conduct several interviews during the semester. Consent of instructor required. Instructor: Ewing. One course. C-L: Documentary Studies 253S

254. East Asian Cultural Studies. ALP, CCI, CZ, R One course. C-L: see Asian & African Languages and Literature Studies 253; also C-L: Comparative Area Studies

260. Modern Japanese Literature and Culture. ALP, CCI, CZ, R One course. C-L: see Asian & African Languages and Literature Studies 262; also C-L: Comparative Area Studies

264S. Millennial Capitalisms: Global Perspectives. CCI, CZ, R, SS Critical examination of the problematic of capital from the late nineteenth century until the present moment. Anthropological frameworks and related disciplinary approaches to the multiple cultural productions and lived experiences under divergent forms of capitalism in the new millennium. Focus on East Asia. Theories of capitalism, globalization and anti-globalization movements, "imaginaries" and fantasies, nature and the virtual, consumption, and disciplinary practices of the body. Instructors: Allison and Litzinger. One course.

279S. Race, Racism, and Democracy. CCI, SS, W The paradox of racial inequality in societies that articulate principles of equality, democratic freedom, and justice for all. Instructor: Baker. One course. C-L: African and African American Studies 279S
280S. Seminar in Selected Topics. Special topics in methodology, theory, or area. Consent of instructor required. Instructor: Staff. One course.

283S. Seminar in North American Studies. Topics vary each semester. Instructor: Staff. One course.

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

285S. Space, Place, and Power. CCI, SS Examines relationship between space and power by studying how communities make and negotiate spaces, how identities are forged out of space, and the relationship between cultural and spatial practices. Spatial components of globalization, sexuality and sexual identity, race and gender, and the geographic and cartographic histories of imperialism. Interdisciplinary readings from disciplines of geography, anthropology, cultural studies, women's studies, urban studies and others. Readings in the work of Lefebvre, Foucault, Harvey, Stoler, Pratt, and others. Aims to develop a critical, theoretical approach to space and spatiality. Instructor: Stein. One course. C-L: Asian & African Languages and Literature Studies 230S, Women's Studies 225S, Literature 287S

286S. Development, Modernity, and Social Movements. CCI, SS Modernization and ideologies of progress and nationalism; social movements, revolution, and political protest in the United States and around the world. Some prior background in cultural anthropology or social theory preferred. Consent of instructor required for undergraduate students. Instructor: Starn. One course.


299S. Special Topics in Linguistics. (QID) CCI, SS Same as Linguistics 299 except instruction is provided in a seminar format. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED

101. Introduction to the Civilizations of Southern Asia. CCI, CZ
105S. Theme Seminar
130. Modernity, Ethnicity, and Colonization. ALP, CCI, CZ
137. Gender Inequality. CCI, SS
140S. Cultural Diversity in the Andes. CCI, CZ, FL
146. East Asian Cultural Studies. ALP, CCI, CZ
151. Culture and Thought. R, SS
161. Anthropological Approaches to Religion. CCI, SS
165. Psychological Anthropology. SS
173. Revolutions in Latin America. CCI
185S. The Canadian Health Care System. EI, SS
191. South Asia: Institutions and Change. CZ
191AS. Feminist Ethnography. CCI, SS
199AS. The Articulation of Culture in the Bolivian Andes. CCI, FL, SS
199B. Bolivian Cultural Anthropology. CCI, SS
207S. Anthropology and History. SS
208S. Postcolonial Anthropology. CCI, SS
210S. Ideology and the Image in Ethnographic Film
215S. The Anthropology of Gender: Theoretical Issues. SS
216S. Gender, Race, and Class. SS
**THE MAJOR**

**Major Requirements.** A total of ten courses distributed in the following manner: Cultural Anthropology 94 and 190; seven courses at the 100 level or above, including at least two at the 191 level or above; one additional cultural anthropology course at any level. Students must take at least five of their ten courses with instructors whose primary appointment is in the Department of Cultural Anthropology. No more than three courses may be transferred from other institutions or study abroad.

**Suggested Work in Related Disciplines.** Related courses in other departments are strongly advised. Each student’s advisor will recommend a program of related work to complement the student’s concentration and interests in cultural anthropology.

**Departmental Graduation with Distinction**

The department offers an intensive and personalized Graduation with Distinction program to qualified seniors, who research and write a senior thesis on a topic of their own choice in close collaboration with members of the cultural anthropology faculty. Admission to the program requires a 3.0 grade point average overall and a 3.3 grade point average in the major, both of which must be maintained to graduation for the student to be eligible for distinction. Qualified juniors will be notified each year by the director of undergraduate studies about their eligibility. To pursue distinction, students must then enroll in the senior seminar, Cultural Anthropology 195S and Cultural Anthropology 196S, in the fall and spring of their senior year, where they will learn about research methods and prepare a thesis. Credit for Cultural Anthropology 195S and Cultural Anthropology 196S is given for a passing grade whether or not the student is awarded distinction. The thesis can be based on original fieldwork on a topic of the student’s choice, archival or library research, or some combination of various anthropological methods. Previous topics have ranged from studies of the influence of feminism in cultural anthropology to causes of revolution in Latin America and patterns of socialization of Mormon youth in Utah. The student also forms a supervisory committee for the thesis during the fall of the senior year. It should consist of three faculty members who offer the student advice and support in preparing the thesis. At least two of the members must be faculty from the cultural anthropology department. Due in April of the senior year, the thesis must be judged of at least B+ quality by the supervisory committee to receive distinction. In addition, the student must pass an oral examination on the thesis, which is given on its completion by the supervisory committee. Students who fulfill the above requirements graduate with distinction in cultural anthropology.

A typical sequence would be: select a research topic; take the senior seminar in fall and spring; form a supervisory committee; complete the research and writing by April and submit the final draft to the supervisory committee; schedule the oral defense for some time in early or mid-April; defend the thesis in an oral examination given by the supervisory committee.

**THE MINOR**

**Requirements.** A total of five courses distributed in the following manner: Cultural Anthropology 94; three courses at the 100-level or above; and one additional course at any level (this may include courses taken in the FOCUS program).
Dance (DANCE)

Associate Professor of the Practice Dickinson, Director of the Program; Associate Professor of the Practice Dorrance, Director of Undergraduate Studies; Professor of the Practice Taliaferro; Associate Professor of the Practice Khalsa; Assistant Professor of the Practice of Ballet Walters; Assistant Professors of the Practice Shah and Vinesett

A minor, but not a major, is available in this program.

The Dance Program offers its students the opportunity to study modern dance, ballet, dance history, choreography, repertory, African dance, and other non-Western dance forms in an environment that challenges the student's intellectual, expressive, and physical capabilities. A balanced integration between the creative/ performance and the historical/ theoretical aspects of dance is emphasized. Academic courses in dance provide a historical and theoretical foundation for the student's creative work. In turn, the student's participation in dance creation and performance, and the development of technical skill, deepen the student's scholarly appreciation of the medium. With this approach the aim of the program is to develop students who are sensitive physical communicators of the visual art of dance and who are articulate spokespeople for the art form.

Courses in technique and performance (partial credit courses) and theory courses (whole course credit) are offered. Dance theory courses fulfill seminar and the arts and literature area of knowledge requirements and all dance courses fulfill certain designations of the new Curriculum 2000. Courses in technique and performance may be repeated for credit. A maximum total of four course credits (made up of partial credit courses) in technique and performance courses may count toward the thirty-four courses required for graduation.

The minor is available to all students in the program who meet the following requirements. To earn the minor in dance, students take six course credits: two semesters (equivalent of one course credit) of repertory chosen from Dance 81, 82, 83, and five full-credit courses including 101 (Introduction to Dance); one course chosen from Dance 110 (West African Rootholds in Dance) or Dance 129S (Ballet as a Western Theater Art Before 1900) or Dance 131S (Iconoclasts and Visionaries: Modern Dance, 1890-1950) or Dance 132S (The Victory of the Iconoclasts: Postmodern Dance, 1950-2000) or Dance 188S (The Diaghilev Ballet: 1909-29); Dance 135S (Dance Composition); and two additional courses in dance at the 100 level or above. The student is expected to attain and/or maintain the high intermediate level of either modern dance, ballet or African dance technique. Twenty hours total of crew and production work are required of each student. This may be completed at any time during the four-year undergraduate experience. With the permission of his/her dance faculty advisor and the director of undergraduate studies, a student may be allowed to substitute other dance courses for the above requirements.

Students are encouraged to enroll in a summer session with the American Dance Festival. One course credit earned at the American Dance Festival may be counted toward the requirements of the minor.

Through the Duke in New York Arts Program a student has the opportunity in the fall semester of the junior or senior year to pursue the study of dance in New York City. Appropriate courses taken at New York University may fulfill requirements of the minor.

Courses in Technique and Performance

60. Modern Dance I. A movement course exploring modern dance through technique, improvisation, and composition. No previous dance experience necessary. Instructor: Khalsa. Half course.

61. Modern Dance II. Prerequisite: Dance 60 or equivalent. Instructor: Dickinson, Khalsa or Taliaferro. Half course.
62. Modern Dance III. Increased complexity of movement sequences and greater emphasis on clarity of expression and quality of performance. Prerequisite: Dance 61 or equivalent. Instructor: Dickinson, Khalsa, or Taliaferro. Half course.
63. Modern Dance IV. Continuation of Dance 62. Prerequisite: Dance 62 or equivalent. Instructor: Dickinson, Khalsa, or Taliaferro. Half course.
64. Modern Dance V. Prerequisite: Dance 63 or equivalent. Instructor: Dickinson, Khalsa, or Taliaferro. Half course.
65. Intermediate/Advanced Tap Dance. Prerequisite: previous training at the intermediate level. Instructor: Medler. Half course.
66. Ballet I. Barre work concentrating on body alignment and correct placement within the ballet vocabulary followed by center adagio and allegro sequences. Prerequisite: Dance 68 or equivalent. Instructor: Dorrance or Walters. Half course.
67. Ballet II. Barre work concentrating on body alignment and correct placement within the ballet vocabulary followed by center adagio and allegro sequences. Prerequisite: Dance 71 or equivalent. Instructor: Dorrance or Walters. Half course.
68. Ballet III. Greater complexity of barre and center sequences with increased emphasis on correctness of style and quality of performance. Prerequisite: Dance 73 or equivalent. Instructor: Dorrance or Walters. Half course.
70. Jazz Dance II. Prerequisite: Dance 69 or equivalent. Instructor: Khalsa. Half course.
71. African Dance Technique I. Introduction to African dance styles and related rhythmic structures from selected countries such as Guinea, Senegal, Nigeria and Cote d'Ivoire. Taught in the context of their social, occupational, and religious functions. Instructor: Vinesett. Half course.
72. African Dance Technique II. Continuation of Dance 71. Dances from selected African ethnic groups providing increasingly complex movement sequences and rhythmic structures. Emphasis on greater technical proficiency, clarity of expression and quality of performance. Taught in the context of their social, occupational and religious functions. Prerequisite: Dance 73 or consent of instructor. Instructor: Vinesett. Half course.
74. Repertory: Modern. The study of choreography and performance through participation in the mounting of a dance work from inception through rehearsal to performance. Consent of instructor required. Instructor: Dickinson, Khalsa, or Taliaferro. Half course.
75. Repertory: Ballet. The study of choreography and performance through participation in the mounting of a dance work from inception through rehearsal to performance. Consent of instructor required. Instructor: Dorrance or Walters. Half course.


85. Capoeira: Brazilian Dance/Martial Art. Introduction to Capoeira, the dynamic art form that emerged in Brazil during the era of the Atlantic Slave Trade and blends music, ritual, acrobatic movement, and combat. Instructor: Filadelfo. Half course.

86. Swing Dance. A studio course to learn the "lindy-hop" (jitterbug) and a variety of related steps and partnering including simple lifts. Instructor: Badu. Half course.

87. Hip-Hop. Hip-Hop, as inner-city culture that has created its own art, language, fashion, music and dance styles. Using dance as a time-line the course explores the history, development and core elements of hip-hop dance culture. Instructor: Green. Half course.

Theory Courses

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.

95S. Introduction to Theater Production. ALP One course. C-L: see Theater Studies 95S

101. Introduction to Dance. ALP, CCI Dance as a reflection of historical and current cultural values. Introduction to some of the major forms of world dance (for example, classical dances of Europe, Asia and Africa, and American modern dance); how dance forms illuminate and define gender, personal and group identity, political and religious status, aesthetic values, and the intentions of the dance-makers; dance as an educative force, a facilitator of cultural acquisition, and a reflection of cultural change; the function of dance in various cultural settings; how to look at dance, to analyze movement, and to read the text of dance structure. Instructor: Dickinson or Shah. One course.

110A. West African Rootholds in Dance. ALP, CCI A lecture and dance laboratory course that explores three West African traditional dance forms and their relationship to the religious and social life in Africa and the Diaspora. Dance examined through the historical and aesthetic frames, in terms of its affect on the continuity and transformation of physical texts as cultural heritage. Guest lecturers, videos, research project. Instructor: Vinesett. One course. C-L: African and African American Studies 110A, Asian & African Languages and Literature Studies 110A, Cultural Anthropology 129A, Religion 161A


111. Dance Science: An Evolutionary Approach to Functional Anatomy. (QID) ALP, NS, R One course. C-L: see Biological Anthropology and Anatomy 111

114. T’ai Chi and Chinese Thought. CCI, CZ One course. C-L: see Religion 114

128. The Art and Cultural History of Flamenco. ALP, CCI, CZ A lecture and dance laboratory course that examines the history of Flamenco, a dance and music form of southern Spain forged by a remarkable intercultural exchange among Arabic, Judaic, and Iberian cultures, inhabitants of Spain, and subsequently enriched by rhythms and influences from the East Indian gypsies and from Latin America. Examination of the three elements of flamenco: cante (song); baile (dance); and toque (guitar). Flamenco’s place in the cultural life of Spain and its evolution to contemporary forms. Lab
component introduces students to the complex footwork, rhythms, and physical style of flamenco. Taught in English. Instructor: Santana. One course. C-L: Spanish 128

129S. A History of Ballet before 1900. ALP A history of European ballet from the time of the Renaissance dancing master through ballet d'action, the Romantic Ballet, and Petipa and classical ballet in Russia. Instructor: Dickinson. One course.

130. Ballet Masterworks of the Twentieth Century. ALP Works by Fokine, Nijinsky, Balanchine, Tudor, Tharp, Forsythe, and other major choreographers in the classical idiom, and how they initiated, influenced, absorbed and responded to modernist and post-modernist ideas and trends. The transformation of the classical aesthetic through the century. Instructor: Walters. One course.

131S. Iconoclasts and Visionaries: Modern Dance, 1890-1950. ALP, CCI Modern dance as an art of individuals who created new dance styles that challenged established systems of culture and pushed the boundaries of good taste. Reflection and commentary on contemporary mores and events, international influences from France, new anthropological studies, German expressionism and the religions of Asia, Native Americans and African Americans. The Americanization of theatrical dance in the bicultural environment of the United States during the 1930s and '40s. Instructor: Dickinson or Shah. One course.

132S. The Victory of the Iconoclasts: Postmodern Dance, 1950-2000. ALP, W An examination of American modern dance since the 1950s, which restructured what kinds of movements were considered 'dance' and what kind of dance was considered art. Postmodern dance as iconoclastic and inclusive, embracing performance art and film, theater and hip hop, fostering the rebirth of modern dance in Europe between 1970-90, and now re-absorbing and recycling the new forms it helped to create. Videos of dancing, guests, workshops, performances. Instructor: Shah. One course.

135S. Dance Composition. ALP, R The basic elements of movement (time, space, weight, flow) and their choreographic applications explored through structured improvisation, short movement studies, viewing of videotaped dances, and selected readings. Experimentation with devices for movement manipulation and choreographic forms through longer movement studies. Prerequisite: a beginning level dance technique course (modern, ballet, jazz, or African) or consent of instructor. Instructor: Dickinson or Khalsa. One course.

136T. Advanced Dance Composition. ALP, R Continuation of the basic elements of movement, choreographic devices and forms explored in 135S. The use of props, sets, lighting and costuming; the relationship of music to dance. Choreographing and directing ensembles. Prerequisite: Dance 135S or consent of instructor. Instructor: Dickinson or Khalsa. One course.


149. Dance and Dance Theater of Asia. ALP, CCI, CZ Asian dance and dance theater performance genres and the cultural aesthetics that inform them. Cultural traditions of China, Korea, Japan, India, Indonesia, Thailand and Cambodia. Religious, ritual, folk and royal court forms of artistic performance. The mythology, legends and symbolic interpretations that underlie the thematic core of these performance traditions; spiritual
importance of disciplined training; the intercultural translation and adaptation of Asian performance disciplines to the West. Instructor: Shah. One course. C-L: Cultural Anthropology 149, Theater Studies 149, Asian & African Languages and Literature Studies 149, Religion 161C

150S. Managing the Arts. ALP, SS One course. C-L: see Institute of the Arts 150S; also C-L: Markets and Management Studies

152. Indian Dance and Hindu Cosmology. ALP, CCI, CZ One course. C-L: see Asian & African Languages and Literature Studies 151; also C-L: Religion 151

153S. The Art of Transformation: A Workshop in Movement and Theater. ALP One course. C-L: see Theater Studies 170S

155. Kundalini Yoga and Sikh Dharma. ALP, CCI, CZ Introduction to Kundalini Yoga and meditation and yogic lifestyle as taught by Yogi Bhajan through practice, lecture, writing and discussion. Overview of the basic philosophy of Sikh Dharma and the development of Sikhism and Kundalini Yoga in the Western Hemisphere. Instructor: Khalsa. One course. C-L: Religion 161H, Asian & African Languages and Literature Studies 135

169S. Design for the Theater. ALP One course. C-L: see Theater Studies 161S

175. Gender in Dance and Theatre. ALP, CCI, CZ Ways in which gender and sexuality are conceptualized in selected performance cultures. Interprets these historically constituted social formations through an examination of the diverse cultural constructions of gender meanings, representations and ideologies as interpreted and expressed in dance and theatre. Symbolic meanings of gender in relation to forms of social life and theatrical experience. The Devadasi in India, the concept of the male embodied Ommagata, and the notion of the female embodied Otokoyaku in the dance-theatre of Japan. Instructor: Shah. One course. C-L: Women's Studies 111, Theater Studies 132, Cultural Anthropology 149A, Asian & African Languages and Literature Studies 176

176. Globalization and the Limits of Translation. CCI, CZ, W One course. C-L: see History 176D; also C-L: Romance Studies 176D, Cultural Anthropology 176D, Literature 143B

181. Special Topics. Content to be determined each semester. Consent of instructor required. Instructor: Staff. One course.

181S. Special Topics. Content to be determined each semester. Consent of instructor required. Instructor: Staff. One course.

182T. Choreography. ALP, R Advanced study in dance composition designed to develop the student's personal mode of expression. Prerequisites: Dance 135S, Dance 136T, and consent of instructor. Instructor: Dickinson, Khalsa, or Taliaferro. One course.

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


200T. Senior Project. ALP, R A research paper, project, or program (with appropriate written documentation) under dance faculty supervision. Open only to seniors earning a minor in dance. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED

65. Beginning Improvisation

76. Flamenco
Documentary Studies (DOCST)

Associate Professor of the Practice Rankin and Adjunct Assistant Professor Thompson, Co-Directors

A certificate, but not a major, is available in this program.

The goal of this interdisciplinary program is to introduce, broaden, and enhance both the technical skills and the theoretical and ethical preparedness of students who specialize in one or more of the following modes of community-based fieldwork: photography, oral history, documentary radio, filmmaking, folklore, and ethnographic writing. Courses in this area are offered through African and African-American Studies, Art, Cultural Anthropology, Film/Video/Digital, History, Public Policy Studies, Women's Studies, and the Center for Documentary Studies (CDS). The Center also houses a number of documentary projects that address issues of literacy, collaborative photography, oral history, and farmworker advocacy that students will be exposed to through their affiliation with this program. A major goal of this program is to connect student experience and creativity to community life. Documentary Studies courses teach an arts-and-humanities-based fieldwork research methodology.

Achievement of the program’s goal is facilitated by an integrated curriculum of required and elective courses that allow students to specialize in one or more areas of documentary work, and to complete a major documentary project under the guidance of participating faculty members. An active advisory procedure assists students in planning fieldwork projects and other learning opportunities. A certificate is available for students who complete program requirements. Participation in documentary studies courses, with the exception of the capstone course, is available to all undergraduates whether or not they seek the certificate.

The Certificate in Documentary Studies is awarded to students who successfully complete six courses approved as part of the Documentary Studies program. These include a required survey course entitled "Traditions in Documentary Studies," four related courses from the approved courses (including electives) listed in this undergraduate bulletin, and a required capstone course, "Seminar in Documentary Studies." During the seminar, students are expected to bring to completion one major documentary project (using oral history, video, photos, and/or ethnographic writing methods) and to present this project to an audience outside the classroom by the semester's end. The Seminar in Documentary Studies is designed as the culminating experience of the certificate program and is therefore open only to students enrolled in the program. Electives chosen by the student under the guidance of the program co-director should facilitate the completion of the final project.

DOCUMENTARY STUDIES COURSES

49S. First Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.

100S. Children and the Experience of Illness. SS One course. C-L: see Public Policy Studies 100S

101. Traditions in Documentary Studies. ALP, CCI Traditions of documentary work seen through an interdisciplinary perspective, with an emphasis on twentieth century practice. Introduces students to a range of documentary idioms and voices, including the work of photographers, filmmakers, oral historians, folklorists, musicologists, radio
Documentary Studies (DOCST) 225

documentarians, and writers. Stresses aesthetic, scholarly, and ethical considerations involved in representing other people and cultures. Instructor: Rankin. One course.

103. Special Topics in Sound Technology. ALP Topics focusing on technical basis and aesthetic motivation of sound recording and sound exploitation. Technical demonstration and student exercises explore the mechanics and dramatic and psychological implications of formats, microphone placement, mixing, acoustic signature, digital recording, double system, and sound editing, leading to an individually produced sound design for live action or animation film/video. Prerequisite: Theater Studies 174, English 101A, Literature 110. Instructor: Staff. One course. C-L: Information Science and Information Studies


105S. The Documentary Experience: A Video Approach. ALP, R, SS One course. C-L: see Public Policy Studies 105S; also C-L: Cultural Anthropology 134S, Film/Video/Digital 105S, History 150BS, Political Science 156S

110. Introduction to Oral History. CZ, R Introductory oral history fieldwork seminar. Oral history theory and methodology, including debates within the discipline. Components and problems of oral history interviewing as well as different kinds of oral history writing. Instructor: Rubio or staff. One course. C-L: History 128S

114S. Large Format Photography. ALP Advanced black and white photography course exploring unique creative latitude of large negative format. Includes advanced printing/toning techniques and alternative processes such as platinum/palladium. Prerequisite: Visual Arts 115. Consent of instructor required. Instructor: Satterwhite. One course. C-L: Visual Arts 114S

115. Introduction to Photography. ALP Foundation class in black-and-white photographic process as the basis for using photography as a visual language. Class learns to make a printable exposure using black-and-white film, make a “proper proof” and an 8 x 10 enlargement. Assignments include portraits, alternative techniques, landscape, and a final portfolio that embodies a single visual idea. Consent of instructor required. Instructor: Staff. One course. C-L: Visual Arts 115

117. Documentary Photography and the Southern Culture Landscape. ALP, CCI Emphasis on the tradition and practice of documentary photography as a way of seeing and interpreting cultural life. The techniques of black and white photography—exposure, development, and printing—diverse ways of representing the cultural landscape of the region through photographic imagery. The roles such issues as objectivity, clarity, politics, memory, autobiography, and local culture play in the making and dissemination of photographs. Instructor: Rankin. One course. C-L: Visual Arts 117


146S. Sociology through Photography. ALP, SS Documentary photography used as a tool to see the world through a sociological lens. Photographs and the social construction of reality; generic components of social organization (codes of conduct, mechanisms of social control); power relations and social inequalities; and social identities (how they’re formed in relation to structures, experiences, history and culture). Instructor: Hyde. One course. C-L: Sociology 152S

164S. Who Cares and Why: Social Activism and its Motivations. CCI, R, SS, W Documentary fieldwork based research on the lives of people who have committed
themselves to changing society. Life history interviews exploring personal and societal transformations with special attention to the antecedents to personal change leading to examined lives of commitment. Attention to various areas of social change, including human rights, civil rights, international activism, labor rights, and environmental activism. Focus on societal and personal questions regarding motivations for, and the effectiveness of, good works in several cultural settings. Instructor: Staff. One course. C-L: Cultural Anthropology 168S

176S. American Communities: A Photographic Approach. ALP, CCI, SS One course. C-L: see Public Policy Studies 176S; also C-L: Visual Arts 118S, Film/Video/Digital, Policy Journalism and Media Studies

177S. Advanced Documentary Photography. ALP, SS One course. C-L: see Public Policy Studies 177S; also C-L: Visual Arts 119S, Film/Video/Digital, Policy Journalism and Media Studies

179S. Reinventing Age. ALP, SS One course. C-L: see Public Policy Studies 179S

190S. Special Topics in Documentary Studies. Selected topics in methodology, theory, or area in seminar format. Instructor: Staff. One course.

196S. Capstone Seminar in Documentary Studies. ALP, R Immersion in fieldwork-based inquiry and in-depth projects that serve as Certificate in Documentary Studies capstone experiences for students. Methods of documentary fieldwork, including participant observation, and modes of arts and humanities interpretation through a variety of mediums (including papers, film, photography exhibits, radio pieces, and performances). Consent of instructor required. Prerequisite: Documentary Studies 101. Instructor: Staff. One course.

PROGRAM COURSES

African and African American Studies
145A. African American History
145B. African American History

Art History
169. Documentary Photography and Social Activism in the Nuclear Age
199. History of Photography, 1839 to the Present

Asian & African Languages and Literature Studies
137. Contemporary Culture in South Asia

Cultural Anthropology
104. Anthropology and Film
108. Fantasy, Mass Media, and Popular Culture
124. Culture and Politics in Native America
128. Culture and Politics in Latin America
131S. Documentary Film/Video Theory and Practice
1425. Immigration, Ethnicity, and Identity
145A. World Music: Aesthetic and Anthropological Approaches
145B. Music, Social Life, and Scenes
162S. Farmworkers in North Carolina: Roots of Poverty, Roots of Change
164S. The Anthropology of Hinduism: From Encounter to Engagement

English
101CS. Documentary Film/Video Theory and Practice Film/Video/Digital
103S. Special Topics in Sound Technology
104S. Documentary Film/Video Theory and Practice
108S. Topics in New Technologies/Digital Media

History
145A. African American History
145B. African American History

Music
136. World Music: Aesthetic and Anthropological Approaches
137. Music, Social Life, and Scenes
Earth and Ocean Sciences (EOS)

Professor Haff, Chair; Professor Lozier, Director of Undergraduate Studies; Professors Baker, Barber, Boudreau, Clark, Crowley, Karson, Kay, Malin, and Schlesinger; Associate Professors Klein, Pratson, and Rojstaczer; Assistant Professor Murray; Associate Research Professor Hegerl; Professors Emeriti Heron, Livingstone, Perkins, and Pilkey

A major or a minor is available in this division.

The Division of Earth and Ocean Sciences offers introductory and advanced courses in coastal geology, environmental geology, hydrology, geochemistry, geomorphology, geophysics, oceanography, paleontology, petrology, sedimentology, and marine geology. A Bachelor of Science degree is offered for those students wishing to pursue further studies in the earth and ocean sciences, and for those who intend to work professionally in environmental sciences. A Bachelor of Arts degree is offered for those students who do not intend to pursue the earth sciences professionally, but wish to understand more fully local and global environmental issues. Additional information about the division can be found on the divisional website (http://www.env.duke.edu/eos).

11. The Dynamic Earth. (QID) NS, STS Introduction to the dynamic processes that shape the Earth and the environment and their impact upon society. Volcanoes, earthquakes, sea-floor spreading, floods, landslides, groundwater, seashores and geohazards. Emphasis on examining the lines of inductive and deductive reasoning, quantitative methods, modes of inquiry, and technological developments that lead to understanding the Earth's dynamic systems. Not open to students who have taken former EOS 41. Instructor: Baker, Karson, Klein, Murray, Pratson. One course.

12. The Dynamic Oceans. (QID) NS, STS The oceans and their impact on the Earth's surface, climate, and society. Topics include seafloor evolution, marine hazards, ocean currents and climate, waves and beach erosion, tides, hurricanes/ cyclones, marine life and ecosystems, and marine resources. Emphasis on the historical, society and economic roots of oceanography, the formulation and testing of hypotheses, quantitative assessment of data, and technological developments that lead to understanding of current and future societal issues involving the oceans. Includes a series of small field studies conducted at the Marine Laboratory. Required fee for trip. Not open to students who have taken Earth and Ocean Sciences/ Biology 53. Instructors: Baker, Corliss, Lozier, Murray, Pratson, or Searles. One course. C-L: Biology 53
495. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.


905. Fossils and Climate Change. NS Study of the use of animal and plant fossils including geochemical analyses of fossils to understand past climates; review of invertebrate fossils in the laboratory. Climatic changes in both terrestrial and oceanic environments over timescales ranging from millions to hundreds of years. A three-day field trip to include fossil collecting on the North Carolina coastal plain and studying modern coastal environments and living invertebrates at the Duke University Marine Laboratory. Open only to students in the FOCUS Program. Instructor: Corliss. One course.


102. The Fluid Earth. (QID) NS, R Introduction to the dynamics of ocean and atmospheric circulations, with particular emphasis on the global climate cycle. Prerequisites: Mathematics 31 and 32, Physics 53L or consent of instructor. Not open to students who have taken Earth and Ocean Sciences 160. Instructor: Lozier. One course.

103. The Surface of the Earth. NS Fundamental earth surface processes involving weathering, soils, hillslopes, rivers, wind, glaciers, and tectonic activity. Modeling of earth surface processes, the role of humans as geomorphic agents, the future of landscape. Not open to students who have taken Earth and Ocean Science 121. Prerequisites: Earth and Ocean Sciences 11 and 12. Instructor: Haffor Murray. One course.

107L. The Evolving Earth and Life. NS Evolution of the earth and life through time. Weekend field trip to Appalachian Mountains. Prerequisites: Earth and Ocean Sciences 11, or consent of instructor. Not open to students who have previously taken Earth and Ocean Sciences 172L. Instructor: Corliss. One course.

113. Modern and Ancient Oceanic Environments. (QID) NS Description of oceanic environments and geological processes that create or modify them through time. Reconstruction of paleoenvironmental/ paleoceanographic conditions in the world’s oceans using sediments and fossils with emphasis on global climate change over a range of time scales. Inductive interpretations of geological data to construct paleoenvironmental models. Includes field trip. Consent of instructor required. Prerequisite: introductory geology or introductory biology. Instructors: Corliss and staff. One course.

C-L: Marine Sciences

115. Waves, Beaches, and Coastline Dynamics. (QID) NS, STS Oceanographic and geologic processes responsible for the evolution of nearshore features; fluid motions of many time scales in the nearshore environment, including waves and currents. Conceptual basis for models of how fluid motions interact with the shape of the beach and bed in the surf zone, giving rise to features such as beach cusps, bars, channels, and barrier islands. Various attempted engineering and coastal management solutions to the global retreat of shorelines. Instructor: Murray. One course.

119. Experiencing Geoscience. (QID) NS, R Applications of the geosciences in the field and laboratory, and through quantitative approaches. Prerequisite: Earth and Ocean Sciences 41 or 53. Instructor: Staff. One course.
120. Environmental Geology. (QID) NS, STS A case history, field and lab exercise, and quantitative model approach to the role of geological materials and processes in environmental assessment studies. The quantitative and qualitative impact of rock type, faulting, folding, volcanism, weathering, erosion, flooding, and underground fluid flow on the human environment. An introduction to quantitative probabilistic hazard analysis and its application to establishing monetary cost/benefit ratios. The basics of engineering geology in environmental studies. Cases taken from current and past geological studies of environmentally sensitive sites. Instructor: Malin. One course.

123. Hydrology. (QID) EI, NS, STS An overview of the hydrologic cycle and its impact on global climate and local environmental problems. Examines ethical dilemmas encountered in communicating environmental analysis to the public. Prerequisite: Mathematics 32 and Chemistry 12L or 22L or consent of instructor. Instructor: Staff. One course.

125. The Future. NS, STS Introduction to the future as a continuation of the geological, biological, and technological evolution of the Earth. Topics include developments and trends in computation, the internet, nanotechnology, space exploration, artificial intelligence, robots and biotechnology and their effects in society. Prerequisite: Earth and Ocean Sciences 41 or 53. Instructor: Haff. One course.

126S. Field Methods in Earth and Environmental Sciences. (QID) NS, R, W Introduction to basic field methods used in the earth and environmental sciences. Field investigations focus on topics such as groundwater and surface water movements, soil chemistry and identification, topographic and geologic mapping, the atmosphere/soil interface, and plant identification and distributions. Design of a field investigation, collection of data to address a specific goal, and interpretation and reporting of the results. Emphasis on learning to report field results in the format of scientific publications. Visits to five local field sites. Open only to juniors and seniors. Instructor: Klein. One course. C-L: Environment 126S

140. Remote Sensing in Earth Science. (QID) NS, R Scientific and technological principles of remote sensing and its application in various disciplines of the Earth Sciences. Principles include fundamental physics of electromagnetic radiation, sensors and imaging systems, and image processing and analysis. Applications include topographic mapping, characterization and quantification of surface processes, water, mineral and petroleum exploration; landscape change and land use assessment. Prerequisites: Earth and Ocean Sciences 41 or 53 or permission of instructor. Instructor: Pratson. One course.

145L. Fossils and Their Applications. (QID) NS Paleooecology, functional morphology, and geochemistry of organisms applied to understanding paleoenvironmental, paleoceanographic, and paleodramatic reconstructions and the history of biodiversity and mass extinctions. Laboratory survey of systems and anatomy of animal and plant fossils, and their paleoenvironmental, geological, and evolutionary applications. Not open to students who have taken Earth and Ocean Sciences 90S. Instructors: Corliss, Wray, and staff. One course.

151S. Global Environmental Change. (QID) NS Analysis of human impacts on the environment on a global scale. Topics include: human population growth; utilisation of energy and material resources; utilisation of soil and water resources; global climate change; sea level rise; biodiversity and biological productivity; deforestation and reforestation; agriculture and human health. Instructor: Baker. One course.

155. Global Warming. (QID) NS, STS Broad, interdisciplinary survey of the impact of greenhouse gas increase on climate (global warming). Type of greenhouse gases, nature and application of climate models, predictability of complex systems, impact of climate change, policy and technology alternatives. Not open to students who have taken Earth and Ocean Sciences 55. Instructor: Crowley. One course.

180S. Volcanology: Geology of Hawaii. (QID) NS, R Geology of volcanic processes and the benefits and hazards they present to society. Lectures, discussion and student presentations of independent research reports. Required field trip to Hawaii during spring break. Prerequisite: Earth and Ocean Sciences 11 recommended. Not open to students who have previously taken Earth and Ocean Sciences 104 or 108. Instructor: Boudreau. One course.

181S. The American Southwest. (QID) NS Geomorphic and geologic features of arid terrain, including volcanism, tectonics, soils and weathering, paleo-lakes, wind-blown sand and dust, landslides, and alluvial fans. Reconstruction of paleo-landscape processes based on observations of present landforms. Interpretation of landform development and process from geomorphic field evidence. Focus on the Mojave Desert region of California and Nevada. Includes week-long field trip. Prerequisite: Earth and Ocean Sciences 11, and consent of instructor. Instructor: Haff or Murray. One course.

183S. Natural History of Yellowstone Park. NS Includes field trip to park to examine natural history of region and associated environmental problems. Consent of instructor required. Prerequisite: minimum of two classes in Earth and Ocean Sciences, Biology, or Environment. Instructor: Rojstaczer. One course.

186S. The San Andreas Fault and Geology of West-Central California. (QID) NS, STS Field oriented course on the Cenozoic regional geology of west-central California along the San Andreas fault between San Francisco and Los Angeles. Emphasis on direct observation of the human impact of the active tectonics and its effects on engineering practice. Qualitative and quantitative descriptions of the effects and damages of past earthquakes, landslides, and ground water changes on the environment. Particular focus on the Parkfield section of the San Andreas, site of an international drilling effort. Includes required field trip over fall break. Prerequisite: Earth and Ocean Sciences 11. Instructor: Malin. One course.

187S. Marine Geology of South Florida. NS, R Spatial and temporal analysis of geology of south Florida. Includes class discussions, required spring break field trip to South Florida, trip presentation, post-trip research paper. Examination of shallow marine sedimentary environments including reefs, mudbanks, and mangrove forests and islands, and their ancient counterparts in rock outcrops and sediment cores. Prerequisite: Earth and Ocean Sciences 11, or 12, or consent of instructor. Instructor: Dwyer. One course.


191. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open only to qualified juniors and seniors by consent of director of undergraduate studies and supervising instructor. Instructor: Staff. One course.
192. Research Independent Study. R See Earth and Ocean Sciences 191. Open only to qualified juniors and seniors by consent of director of undergraduate studies and supervising instructor. Instructor: Staff. One course.

193. Independent Study. Directed reading or individual projects. Open only to qualified juniors and seniors by consent of director of undergraduate studies and supervising instructor. Instructor: Staff. One course.

194. Independent Study. See Earth and Ocean Sciences 193. Open only to qualified juniors and seniors by consent of director of undergraduate studies and supervising instructor. Instructor: Staff. One course.

195. Independent Study for Nonmajors. Individual research and reading in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open to qualified juniors and seniors upon approval of the departmental faculty. Instructor: Staff. One course.

For Advanced Undergraduates and Graduates

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

209S. Paleoclimate. (QID) NS, R Nature and mechanisms of climate variability throughout Earth history. Topics include general theory of climate, paleoclimate modeling and comparisons with observations, methodologies of reconstructing past climate variations, the observational record of paleoclimate extending from the Precambrian through the Ice Ages and Holocene to present, and the impact paleoclimate on biotic evolution/paleogeography and human cultural history. Prerequisite: consent of instructor. Instructor: Crowley. One course.

210S. Paleoenvironmental Analysis. (QID) NS Methods of paleoenvironmental and paleoclimatic analysis. Includes radiometric and other methods of dating, stable isotopes, trace elements, paleobiologic and other methods of reconstructing climate, hydrology and environment of the past. Also includes approaches to modeling paleoenvironmental data. Instructor: Baker. One course.

211. The Climate System. (QID) NS, R Components of the climate system: observed climate change, concept of energy balance, basic circulation of the atmosphere and ocean, introduction to climate models, sample applications of climate models, interactions between the atmosphere/ocean/and biosphere, land surface, cryosphere (snow and ice), and chemistry of the atmosphere. Prerequisite: consent of instructor. Instructor: Crowley. One course.

212. Climate Change. (QID) NS, R, STS Introduction to the greenhouse effect, radiatively important trace gases and their cycles, climate observations and their uncertainties, statistical techniques for evaluating climate data and models, climate variability, projects of future climate change, detection and attribution of climate change due to greenhouse gases, changes in extremes of climate, economic and societal impact, policy options for climate change, technological alternatives for energy usage. Prerequisite: Earth and Ocean Sciences 211 and/or consent of instructor. Instructor: Crowley. One course.

213. Modern and Ancient Oceanic Environments. (QID) NS, R Description of oceanic environments and geological processes that create or modify them through time. Reconstruction of paleoenvironmental/paleooceanographic conditions in the world’s oceans using sediments and fossils with emphasis on global climate change over a range of time scales. Inductive interpretations of geological data to construct paleoenviron-

220. Introduction to Fluid Dynamics. (QID) NS Conservation equations for mass, momentum and heat, with an emphasis on large temporal and spatial scales; application to the earth, ocean, and environmental sciences. Some background in differential equations highly recommended. Instructor: Lozier. One course.

222. The Geology Side of Energy. (QID) NS The elementary geology of Earth's energy resources; how the Earth provides usable energy. Energy exploration. The geology of hydrocarbon, geothermal system, and fissionable element reservoirs. Alternative energy reservoirs such as gas clathrates and peat. The geologic conditions for CO2 sequestration. Global energy resource assessment. Speakers from industry and government. Optional field trip to active energy exploration and production sites during Fall Break. Prerequisites: upper division or graduate standing. Instructor: Malin. One course.

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


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

243S. Landscape Dynamics. (QID) NS How landscape changes with time. The dynamics and mechanisms of earth surface processes underlying landscape change. Hillslope, fluvial, marine, glacial, volcanic, tectonic and aeolian processes. Reading and discussion of primary literature; several field trips to Duke Forest. Prerequisite: Earth and Ocean Sciences 11 or consent of instructor. Instructor: Haff and Pratson. One course.


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

251S. Global Environmental Change. (QID) NS, R Topics in the seminar will include climate change, earth surface alteration, prediction, water and carbon cycling, sea-level
rise and coastal erosion, biodiversity, fossil fuels and energy resources, water resources, soil fertility, human impact on coastal zone ecosystems. Prerequisite: consent of instructor. Instructor: Baker. One course.

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

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

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

257. Seismology III Exploration Seismology. The basics of refraction profiling, reflection profiling, and their extensions to global, regional, local, and near-surface seismic exploration. Structure of the core, mantle, and crust with special emphasis on profiling regional scale geologic relations. Prerequisite: upper division courses in physics, mathematics, and geology. Topics also vary with student interest. Instructor: Malin. One course.

258. Seismology IV Theoretical Seismology. Topics include ray theory, layered media, normal modes, scattering, and earthquake source mechanics. Prerequisite: upper division courses in physics, mathematics, and geology. Topics also vary with student interest. Instructor: Malin. One course.

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

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

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

278. Tropical Climate and Paleoclimate. NS Thermodynamics of tropical climate. Nature and mechanisms of climate variability in the tropics on timescales from daily to multi-millennial. Impact of climatic variability on tropical biota. Effects of anthropo-
genic changes of the environment on future climatic change in the tropics and potential extratropical teleconnections. Prerequisite: Earth and Ocean Sciences 41 or 53. Instructor: Baker. One course.

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

295S. Advanced Topics in Geology. NS Topics, instructors, and credits to be arranged each semester. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED
185S. The Pacific Northwest. NS, STS
200. Beach and Coastal Processes. NS
201L. Physical Processes in Coastal Environments. NS
203. Physical Oceanography. (QID) NS
205. Geological Oceanography. NS
206S. Principles of Geological Oceanography. NS
208S. Paleoceanography. NS
223. Computational Methods in the Hydrologic Sciences. (QID) NS, R
239S. Advanced Topics in Structural Geology and Tectonics. (QID) NS
241S. Coastal Processes and Geomorphology. (QID) NS
259S. Fieldwork in Geophysics. NS
270. Sedimentary Geochemistry. NS
273S. Analytic Techniques. (QID) NS

THE MAJOR
The Division of Earth and Ocean Sciences offers one A.B. degree and one B.S. degree.

For the A.B. Degree
The A.B. degree in earth and ocean sciences is designed as a flexible major for those students interested in how the earth, atmosphere and oceans work. The major is intended to provide a general knowledge of scientific issues that shape and control the environment in which we live. It is not intended for students who plan to pursue advanced education in the earth and ocean sciences, or to become professional geologists or environmental scientists.

Required courses include Earth and Ocean Sciences 11, or 12, or 53, plus any six earth and ocean sciences courses of which five must be 100-level or higher, plus three additional 100-level or higher courses in either earth and ocean sciences or related fields (physics, mathematics, biology, biological anthropology and anatomy, environment), as approved by the director of undergraduate studies.

Concentration in Natural History. Students may elect to complete the requirements in the area of Natural History; intended for students interested in an integrative study of topics selected from ecology, botany, zoology, anthropology, history, hydrology, geology, oceanography, and the environment. For information on this area of concentration see the director of undergraduate studies.

For the B.S. Degree
The B.S. degree provides a background for subsequent graduate work for those who wish to follow an academic or professional career track in the earth and ocean sciences.
**Prerequisites.** Earth and Ocean Sciences 11 and 12; Chemistry 21L and 22L; Mathematics 31L and 32L; Physics 53L (or Physics 51L); Biology 25L.

**Major requirements.** Earth and Ocean Sciences 101, 102, 103, and 107, plus five additional earth and ocean sciences courses at the 100-level, including one field-oriented class. Up to two courses from a related field (biology, chemistry, physics, environment, or mathematics) may be substituted with the approval of the director of undergraduate studies.

Graduation with Distinction

The Division of Earth and Ocean Sciences through Trinity College offers Graduation with Distinction through successful completion of a student research project. A candidate for Graduation with Distinction in the earth and ocean sciences must have a divisional grade point average of 3.1 at the beginning of the project to qualify for nomination. The student will apply for consideration for Graduation with Distinction by the end of his or her junior academic year by writing a letter of intent to the director of undergraduate studies describing the project. The student must solicit a committee of three faculty members who will review the student's record and decide to admit or reject the application and oversee the project. The student will normally do the work as part of an independent study course (Earth and Ocean Sciences 191, 192). The project will consist of an original piece of scientific research which will be summarized by a written report in the style of a scientific publication. The student will also make an oral presentation to students and faculty of the division before the end of classes of the student's final semester. The decision on granting Graduation with Distinction will be made by a vote of the student's project committee, with a majority in favor needed for Graduation with Distinction. Graduation with Distinction may be awarded in three levels: distinction, high distinction, and highest distinction. The decision on level of distinction will be made by majority vote of the student's project committee.

THE MINOR

The Division of Earth and Ocean Sciences offers an option for a minor in earth and ocean sciences.

**Minor Requirements.** Earth and Ocean Sciences 41, 45, or 53, plus any four additional earth and ocean sciences courses, of which three must be 100-level or higher.

TEACHER CERTIFICATION

A major in the Division of Earth and Ocean Sciences who is interested in teaching in secondary schools is encouraged to earn a comprehensive science teaching certificate in addition to the bachelor's degree. The teaching certificate, which is earned by fulfilling requirements prescribed by the state of North Carolina, is generally accepted in most of the fifty states by reciprocal agreement. In addition to completion of any of the earth and ocean sciences major tracks as described above (the A.B. option is particularly suited for those interested in a teaching certificate), the requirements for the comprehensive science teaching certificate include coursework in biology, chemistry, physics, an appropriate course in psychology, and several courses in education. The last semester of the senior year is devoted to the student-teaching block, including two special, accelerated courses and ten weeks of full-time teaching and observation in the schools, working with a certified teacher and with Duke faculty. Anyone considering secondary school teaching should contact the Program in Education as soon as possible.

**Economics (ECON)**

Professor Nechyba, Chair; Visiting Assistant Professor Rasiel, Director of Undergraduate Studies; Visiting Assistant Professor Fullenkamp, Associate Director of Undergraduate Studies; Professors Bollerslev, Cloftfelter, Cook, De Marchi, Gallant, Goodwin, Grabowski, Graham, Kelley, Kimbrough, Kramer, Ladd, Lewis, McElroy, Schmitt-
A major or minor is available in this department.

Economics courses develop the critical and analytical skills essential for understanding economics and institutions, in both their contemporary and historical settings. Although no particular vocational or professional goal is emphasized, these courses provide the academic background necessary for positions in industry, for work in many branches of government service, for law school, and for graduate study in business administration, economics, and the social sciences.

Students planning to do graduate work in economics are advised to take as many of the following courses in mathematics (listed in preferential order) as their schedules permit: Mathematics 103, 104, 111, 131, and 139.

1. Introductory Macroeconomics. SS Credit for introductory macroeconomics by transfer of college-level work not directly corresponding to Economics 1D, 1S or 51D in content. Equivalent to Economics 1A, 1D, 1S or 51D as a prerequisite and to satisfy requirement of the Economics majors and minor. One course.

1A. Introductory Macroeconomics. Credit for Advanced Placement on the basis of a score of 4 or 5 on the Advanced Placement Macroeconomics examination. One course.

1D. Economic Principles. (QID) SS Basic economic concepts such as demand and supply, markets and prices, equilibrium, and market failure. Inflation, unemployment, trade, economic growth and development. Different macroeconomic perspectives on issues of monetary and fiscal policy. Emphasis on public policy issues and the logic behind the economic way of thinking. For freshmen; upperclassmen by consent of instructor. Instructor: Kelley or Leachman. One course.

2. Introductory Microeconomics. SS Credit for introductory microeconomics by transfer of college-level work. Acceptable as prerequisite for Economics 55D in lieu of Economics 1, 1A, 1D, 1S or 51D. Does not imply proficiency in Economics 1, 1A, 1D, 1S or 51D. Does not count toward requirements of the Economics majors or minor. One course.

2A. Introductory Microeconomics. Credit for Advanced Placement on the basis of a score of 4 or 5 on the Advanced Placement Microeconomics examination. One course.

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.

50. Duke-Administered Study Abroad: Special Topics in Economics. CCI Topics differ by section. Instructor: Staff. One course.

51D. Economic Principles. (QID) SS Basic economic concepts such as demand and supply, markets and prices, equilibrium, and market failure. Inflation, unemployment, trade, economic growth and development. Different macroeconomic perspectives on issues of monetary and fiscal policy. Emphasis on public policy issues and the logic behind the economic way of thinking. Open to all students. Instructor: DeMarchi, Kelley, or Leachman. One course.

55D. Intermediate Economics I. (QID) SS Introduction of the concepts of preferences and technologies. Intermediate, non-calculus based development of the theory of demand, supply and competitive equilibrium from individual preferences and technologies. Income and substitution effects, uncompensated demand and marginal willingness to pay. Conditions under which competitive markets result in efficient outcomes. Conditions under which government policy has the potential to increase efficiency. Tension between economic efficiency and different notions of equity.
Intended as replacement for Economics 2D and 52D. Prerequisite: Economics 1, 1A, 1D, 2, 2A or 51D. Instructor: Nechyba, Rasiel, or staff. One course. C-L: Health Policy

60. Economics of a United Europe. CCI, SS Implications of a common monetary policy, common welfare standards, unemployment, and migration in the European Union. (Taught only in the Duke-in-Berlin Program.) Instructor: Tolksdorf. One course. C-L: Comparative Area Studies


83. Financial Accounting and Decision Making. (QID) SS The accounting model of the firm, transaction analysis, the use of accounting information by management. Topics include procedures to process accounting data, income determination, financial statement analysis, cost behavior, budgeting, and short-run decisions. Not open to students who have taken Management Sciences 53. Does not count for economics major or minor requirements. Instructor: Skender. One course.

99S. FOCUS Program Topics in Economics. SS Open only to students in the FOCUS Program. Topics vary each semester offered. Instructor: Staff. One course.

100. Duke-Administered Study Abroad: Advanced Special Topics in Economics. CCI Topics differ by section. Prerequisite: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55D. Instructor: Staff. One course.

100S. Duke-Administered Study Abroad: Advanced Special Topics in Economics. CCI Seminar version of Economics 100. Topics differ by section. Prerequisites: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55D. Instructor: Staff. One course.

105D. Intermediate Economics II. (M, QID) QS, SS Calculus-based generalization of the theory of demand and supply developed in Economics 55D. Individual behavior in environments of risk and uncertainty. Introduction to game theory and strategic interaction. Adverse selection, moral hazard, non-competitive market structures, externalities, public goods. Intended to replace Economics 149 beginning in Spring 2003. Prerequisite: Economics 2D, 52D or 55D; and Mathematics 31 or 31L; and successful completion (80%) of EcoTeach Center Math Test, or equivalent demonstrated competence in Mathematics 103, or any higher-level Mathematics course with Mathematics 103 as a prerequisite. Instructor: Arcidiacono, Besharov, Heim, and Taylor. One course.

110D. Intermediate Economics III. (QID) SS, STS Intermediate level treatment of macroeconomic models, fiscal and monetary policy, inflation, unemployment, economic growth. Intended to replace Economics 154 beginning in Fall 2003. Prerequisite: Economics 1, 1A, 1D or 51D; and Economics 105D or 149 may be taken as co-requisite. Instructor: Connolly, Schmitt-Grohe, or staff. One course.

112. Engineering Systems Optimization and Economics. (QID) SS An introduction to mathematical optimization, engineering economic analysis and other decision tools used to evaluate and design civil and environmental engineering systems. Applications of linear, nonlinear programming, dynamic programming, expert systems, simulation and heuristic methods. Examples include production plant scheduling, water resources planning, design and analysis, vehicle routing, resource allocation, repair and rehabilitation scheduling and economic analysis of engineering design alternatives. Also taught as Engineering 115. Prerequisite: Mathematics 111, may be taken concurrently. Instructor: Peirce. One course.

114S. Readings in Economics. (QID) R, SS, W Economic issues and topics studied through reading of current literature and weekly iterative writing summaries. Topics
vary by week in order to expose the student to a wide array of current literature and economic debate. Prerequisites: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55; and Economics 105 or 149; and Economics 110 or 154. Instructor: Hagy, Tower, or staff. One course.

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

110. The Economic History of Japan, 1850 to the Present. CCI, CZ One course. C-L: see History 122A; also C-L: Markets and Management Studies

120D. American Business History. CCI, CZ, W One course. C-L: see History 158AD; also C-L: Markets and Management Studies

130S. Economics of Creative Goods. (QID) R, SS Creative industries (especially the arts, entertainment) often distinguished by peculiarities of product (for example, non-durable), by special nature of financing and contracting (for example, option contracts), and by challenges they present to conventional analysis of pricing and consumption. Research report required. (Taught at Duke and in Duke-in-Florence Program.) Prerequisites: Economics 2, 2D, 52D, or 55D; or instructor's consent. Instructor: DeMarchi. One course.

131. Business, Politics, and Economic Growth. CCI, SS One course. C-L: see Political Science 161; also C-L: Markets and Management Studies

132. Introduction to Economic History. CCI, CZ, SS A survey of Western economic history: population, production, exchange, and institutions; from antiquity to the present. Prerequisite: Economics 2, 2D, 52D or 55D. Instructor: Craig. One course. C-L: History 130B

135S. Florence and Antwerp as Centers of Artistic Production. (QID) ALP, CCI, R, SS Historical and comparative approach to the question of what does it take for a city to become a self-sustaining center of artistic production. Role of guilds, other legal restrictions; public institutional/financial support; private financial arrangements; scale; wealth and structure of demand; complementarities among luxury products; migration; exports; market forces. Taught only in the Duke-in-Florence Program. Prerequisites: Economics 2, 2D, 52D or 55D; or consent of instructor. Instructor: De Marchi. One course.

136. The International Economy Since 1800. CCI, CZ, SS "Modern economic growth" in international perspective. The history of international economic institutions, the economic causes and effects of wars, international financial instability, growth and globalization. Prerequisite: Economics 1, 1A, 1D or 51D; Economics 110 or 154 recommended. Instructor: Toniolo. One course.

138. History of Globalization in the Twentieth Century. (QID) CCI, CZ, SS The two major globalization drives that frame the twentieth century and in between them: two war economies, the great depression, autarky, postwar efforts to revive the international economy. Prerequisite: Economics 1, 1A, 1D or 51D; Economics 110 or 154 recommended. Instructor: Toniolo. One course. C-L: History 153B

139D. Introduction to Econometrics. (M, QID) QS, R Data collection, estimation, and hypothesis testing. Use of econometric models for analysis and policy. Prerequisite: Economics 2, 2D, 52D or 55D; Mathematics 103 (Co-requisite); Statistics 101, 103, 104, 112, 113, or 114 or Mathematics 135 or 136. Instructor: Beresteanu, Ellickson or Tarozzi. One course. C-L: Information Science and Information Studies
140. Comparative Economic Systems. CCI, CZ, SS History, analysis, and comparison of basic economic systems; interconnection between culture, customs, and economic systems; models versus reality; performance criteria. Market versus centrally planned economics: decision making, allocative mechanisms, information, property rights, and incentives. Problems of transition. Countries studied include United States, United Kingdom, Germany, Russia, China, Japan, Sweden, central European countries. Prerequisite: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55D. Instructor: Treml. One course. C-L: Comparative Area Studies, Markets and Management Studies

141. Applied Econometrics. (M, QID) QS, R Covers basic econometric methods useful in empirical economic research and forecasting. Topics include multiple regression analysis under nonstandard conditions; probit, logit, and other limited dependent variables; count data; simultaneous equation systems; and basic models with panel data. Prerequisite: Economics 139D; Mathematics 104; Statistics 101, 103, 104, 112, 113, or 114 or Mathematics 135 or 136. Instructor: Beresteanu, Rossi, or staff. One course. C-L: Information Science and Information Studies

143. The Art Market. ALP, R, SS An historical and analytical study of the way art objects have been produced and marketed. Peculiarities of the product, applicable sales techniques, and pricing procedures. Attention to the role of dealers, auctioneers, the art of criticism and formation of preferences, and innovation. Comparative and longitudinal examinations of the evolution of practices, institutions, and the regulatory environment in art markets. Prerequisite: Economics 2, 2D, 52D or 55D; and Art History 70 or consent of instructor. Instructors: De Marchi and Van Miegroet. One course. C-L: Art History 157

146. Adam Smith and the System of Natural Liberty. SS, STS, W The writings of Adam Smith, including close readings of The Wealth of Nations and The Theory of Moral Sentiments, and selections from Mandeville, Hutcheson, Hume, Quesnay, Turgot, and Bentham. Focus on eighteenth-century views on the nature of society and the origins of prosperity, the luxury debate, and links between natural philosophy (including medical thought), and moral philosophy. Economics 148 desirable prior to taking this course. Prerequisites: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D, or 55D. Instructor: De Marchi. One course. C-L: History 146A, Comparative Area Studies

147. Women in the Economy. CCI, R, SS The historical evolution of male/ female roles, particularly in the United States: gender division of labor in the family; how time is allocated between the household and labor market. Comparisons of men's and women's positions in the labor market, examination of women's lower economic status, and of the impact of their employment status on family structure and well-being of family members. Prerequisite: Economics 2, 2D, 52D or 55D. Instructor: Hagy, McElroy, or staff. One course. C-L: Women's Studies 147

148. History of Economic Thought. CCI, R, SS, W Approaches to economic problems from Aristotle to Keynes, emphasizing certain models and doctrines– their origins, relevance, and evolution. Readings from Mun, Quesnay, Adam Smith, Malthus, Ricardo, Marx, Walras, Veblen, and Keynes. Prerequisite: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55D. Instructor: Goodwin. One course. C-L: History 141B, Comparative Area Studies

150. The Uses of Economics. CZ, R, SS, STS, W The various ways economics is used in contemporary society: in the scholarly community, government, private sector, civil society, other disciplines, and popular culture. Readings in original texts and interpretative commentaries. Combined with Economics 148, this course may yield a written product suitable for submission for graduation with distinction. Prerequisites: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55D. Instructor: Goodwin. One course.

151. Basic Finance and Investments. (QID) R, SS A survey of investments and corporate finance. The basic financial instruments, how they are used, traded, and
priced; the financial decision-making processes of the firm: project selection, dividend, and debt policy. Does not count for B.S. degree. Economics 151 is not open to students who have taken Economics 157, 158, 181, and/or 200E. Only Economics 151 or Economics 181 (not both) may be taken for credit within the major. Prerequisite: Economics 105 or 149; and Statistics 101, 103, 104, 112, 113, or 114 or Mathematics 135 or 136. Instructor: Fullenkamp. One course. C-L: Information Science and Information Studies, Markets and Management Studies

153. Money and Banking. (QID) SS, STS The operations of commercial and central banking and non-banking financial institutions and instruments in the United States, determination of monetary aggregates and interest rates, the financial impacts of Treasury operations, and the linkages from Federal Reserve actions to price level, employment, economic growth, and balance of payments objectives. Coverage of models of monetary economics (for example the Cagan money demand function, cash in advance models). The dynamics and real effects of inflation. Prerequisite: Economics 110 or 154. Instructor: Leachman or Kimbrough. One course.

155. Labor Economics: Analysis and Measurement. (QID) R, SS Labor market equilibria; the demand for and supply of labor, including human fertility, human capital, hours of work, and labor force participation. Wage levels and differences, including discrimination. Union and government as labor market factors. Prerequisites: Economics 105 or 149; and Mathematics 26, 31 or 31L; and Statistics 101, 103, 104, 112, 113, or 114 or Mathematics 135 or 136. Instructor: Arcidiacono, Hagy, McElroy, or staff. One course.

156. Health Economics. (QID) SS Economic aspects of the production, distribution, and organization of health care services, such as measuring output, structure of markets, demand for services, pricing of services, cost of care, financing, mechanisms, and their impact on the relevant markets. Prerequisite: Economics 55D or 149 or 154. Instructor: Sloan. One course. C-L: Public Policy Studies 156, Health Policy

157. Financial Markets and Management. (M, QID) QS, SS The structure and workings of financial markets. Topics include risk-return relationships, aspects of portfolio selection, the capital asset pricing model, the arbitrage pricing theory, fixed income analysis, and aspects of derivatives. Prerequisite: Economics 105 or 149; and Economics 110 or 154. Instructor: Bollerslev, Eraker, Rasiel, or staff. One course.

158. Applied Financial Economics. (QID) R, SS Tools mastered in microeconomics, macroeconomics, calculus, algebra, and statistics applied to problems in financial economics and used to empirically investigate financial data using IBM-compatible PCs. Application of asset pricing theories to control risks. Students working in teams develop their own portfolio management strategies for common stocks using various optimization techniques, tested with out-of-sample financial data. Prerequisite: Economics 105 or 149; and Economics 110 or 154; and Economics 139. Instructor: Burmeister. One course.

163. Economics of the Environment. (QID) SS, STS Role of economic methods in evaluating the use and abuse of environmental resources. Focus on characteristics of resources that influence efficient allocation decisions. Current case studies used to develop relevant microeconomics such as natural resource damage assessment, auctions for pollution permits, trade, and the environment. Prerequisite: Economics 2, 2D, 52D or 55D. Instructor: Smith. One course. C-L: Health Policy

163S. Economics of the Environment. (QID) SS, STS, W Seminar version of Economics 163 Pre-requisites: Economics 2, 2D, 52D, or 55D; and 105 or 149 Instructor: Staff. One course.

164. Formulating Macroeconomic Concerns, 1936-86. (QID) SS How social and political concerns, ideals of fairness, the availability of appropriate quantitative information, and modeling techniques shaped the way macroeconomic issues were...
perceived during this period, principally in the United States. Evolutionary case studies of selected issues including inflation/deflation, unemployment, the incentives-security complex, markets, and taxation, distribution, and growth to understand the changing contexts within which models have been conceived and considered applicable. Prerequisite: (or corequisite) Economics 110 or 154. Instructor: De Marchi or staff. One course.

165. American International Economic Policy. CCI, SS, STS, W Topics include United States trade policies and protectionism, the North American Free Trade area, trade and economic relations with industrialized countries, policies toward developing countries and multilateral institutions, macroeconomic policy coordination, and relations with Europe. Economics majors may not count both Economics 165 and 167 or their crosslists toward major requirements. Prerequisites: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55D. Instructor: Leachman or staff. One course. C-L: Public Policy Studies 165, Markets and Management Studies

167. Multinational Management. (QID) SS Impact of national economic, political, and legal environments on managerial issues, such as the dynamics of the organization, coordination of employees, administration, and shareholder rights. (Taught only in Duke-In-France Program.) Prerequisite: Economics 105 or 149. Instructor: Staff. One course.

175. Economics of Modern Latin America. CCI, SS The remarkable shift that has taken place in various countries of Latin America from a statist, import substitution model of development towards a more free-market economy. Emphasis on case studies of individual countries and specific policies including opening markets to foreign trade and investment, privatization, deregulation, creation of private pension systems, and building greater transparency in financial markets. The end of Latin American debt crises and prospects for hemispheric integration. Prerequisite: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55D. Instructor: Staff. One course. C-L: Comparative Area Studies, Latin American Studies

180. Law and Economics. (QID) EI, SS An introduction to the economic analysis of legal issues and legal reasoning. Case studies in accident law, product liability, and the value of life. Other topics include contracts, property, affirmative action, civil procedure, and the economics of criminal behavior. Prerequisite: Economics 105 or 149. Instructor: Staff. One course.

181. Corporate Finance. (QID) R, SS Major corporate decisions from the perspective of the firm with an emphasis on the interaction of the firm with financial markets; project evaluation for investment, choice between borrowing and issuing stock, dividend policy, organizational form (for example, mergers and acquisitions). Introduction to financial markets: issuing stocks, analyzing financial performance, and options. Only Economics 151 or Economics 181 (not both) can be taken for credit within the major. Prerequisites: Economics 1, 1A, 1D or 51D; and Economics 105 or 149; and Economics 139. Instructor: Fullenkamp. One course. C-L: Markets and Management Studies

187. Public Finance. (QID) SS Economic aspects of the allocative and distributive role of government in the economy, the incidence and efficiency of taxation, the effects of taxation on behavior, and analysis of major government spending programs. Prerequisite: Economics 105 or 149. Instructor: Staff. One course. C-L: Public Policy Studies 186

188. Industrial Organization. (QID) SS Economic theories of the behavior of firms within industries. Emphasis upon incentives and the role of information when firms are mutually interdependent. Topics include the agency problem, entry, research and development, collusion, and various pricing schemes. Analysis conducted within a number of regulatory environments. Prerequisite: Economics 105 or 149; and Statistics 101, 103, 104, 112, 113 or 114 or Mathematics 135 or 136 or consent of instructor.
Instructor: Peretto, Bajari, or Yildirim. One course. C-L: Markets and Management Studies

189. Business and Government. (QID) SS Public policies which most directly affect the operation of competition in the business world. The economic basis for an evaluation of antitrust policy, public utility regulation, and public enterprise. Prerequisite: Economics 105 or 149; and Statistics 101, 103, 104, 112, 113 or 114 or Mathematics 135 or 136 or consent of instructor. Instructor: Grabowski or Vernon. One course. C-L: Public Policy Studies 189, Markets and Management Studies

190S. The Development of Modern Economic Thought. R, SS, STS, W Selective survey of the development of economic thinking in the twentieth century, with emphasis on the construction of economics as a science. Research papers required. Prerequisite: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55D. Instructor: Weintraub. One course. C-L: History 199A

191. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Prerequisite: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55D. Instructor: Staff. One course.

192. Independent Study. Individual non-research, directed reading, or individual project in a field of special interest under the supervision of a faculty member. Consent of instructor and director of undergraduate studies required. Prerequisites: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55D. Instructor: Staff. One course.

193. Research Independent Study. R Same as Economics 191, but for second-semester juniors and seniors. Consent of instructor and director of undergraduate studies required. Prerequisite: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55D; and Economics 105D or 149 and Economics 110D or 154. Instructor: Staff. One course.

194. Independent Study. Same as Economics 192, but for second-semester juniors and seniors. Consent of instructor and director of undergraduate studies required. Prerequisite: Economics 1, 1A, 1D or 51D; and 2, 2D, 52D and 55D; and Economics 105D or 149 and Economics 110D or 154. Instructor: Staff. One course.

195. Selected Topics in Economics. Instructor: Staff. One course.

195S. Selected Topics in Economics. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

196. Selected Topics in Economics. Instructor: Staff. One course.

196S. Selected Topics in Economics. Consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

197S. Economic Science Studies. R, SS, STS, W Application of techniques of science and technology studies to problems in the history, philosophy, methodology, and sociology of economics. Addresses modern economics as an illustrative case of issues arising in Studies of Scientific Knowledge. What counts as "fact" in economics? Who decides, and by what processes of negotiation? Does accepting that knowledge in economics is a construct reduce the usefulness of that knowledge and affect the notion of progress in economic science? Why has mathematical economics enjoyed such success in recent decades? Close readings in texts across the sciences and in modern economics, and the history of mathematics, culminating in a research project. Prerequisites: Economics 1, 1A, 1D or 51D; and Economics 2, 2A, 2D, 52D or 55D. Instructor: Weintraub. One course. C-L: Sociology 187S

For Advanced Undergraduates and Graduates

202. Special Topics in Economics. SS Instructor: Staff. One course.
204S. The Society and Economy of Europe, 1400 - 1700. CCI, CZ, R. One course. C-L: see History 221AS; also C-L: Medieval and Renaissance Studies 220AS

205. Intermediate Economics II. (M, QID) QS, SS. Lecture only version of Economics 205D. Prerequisites: Economics 2D, 52D, or 55D; and Mathematics 31 or 31L; and successful completion (80%) of EcoTeach Center Math Test or equivalent demonstrated competence in Mathematics 103 or any higher-level Mathematics course with Mathematics 103 as a prerequisite, and consent of instructor. Instructor: Arcidiacono, Becker, Besharov, Heim, or Taylor. One course.

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

206. Advanced Microeconomic Analysis. (QID) SS. Topics include consumption, production, investment, uncertainty and information. Not open to students who have taken this course as Economics 201. Instructor: Becker or Graham. One course.

207. Models of Conflict and Cooperation. (QID) SS. Cooperative and noncooperative game theory with applications to trading, imperfect competition, cost allocation, and voting. Prerequisite: Economics 105 or 149. Instructor: Besharov or Graham. One course.

207S. Models of Conflict and Cooperation. (QID) SS. Seminar version of 207. Prerequisite: Economics 105 or 149. Instructor: Besharov or Graham. One course.

208S. Economics of the Family. (QID) R, SS. Economic functions of families including home production gains from marriage, the demand for children, marriage and divorce, child support and alimony, labor supplies of women and men, the distribution of resources within families (’rotten kid theorems’ and cooperative and noncooperative games). Applications to marriage and divorce law, day care, United States welfare policy, mortality, and farm efficiency in developing nations. Research project required. Prerequisite: Economics 105 or 149; and Statistics 101, 103, 104, 112, 113 or 114 or Mathematics 135 or 136. Instructor: McElroy. One course. C-L: Women's Studies 208S


210. Intermediate Economics II. (QID) SS, STS. Lecture only version of Economics 210D. Prerequisites: Economics 1, 1A, 1D or 51D. Prerequisite or co-requisite: Economics 105, 149, or 205D, and consent of the instructor. Instructor: Connolly or Peretto. One course.

210D. Intermediate Economics III. (QID) SS, STS. Intermediate level treatment of macroeconomic models, fiscal and monetary policy, inflation, unemployment, economic growth. Similar in content to Economics 110, but at a more advanced level. Not open to students who have taken Economics 110 or 154. Intended to replace Economics 254 beginning in Fall 2003. Prerequisite: Economics 1, 1A, 1D or 51D. Prerequisite or co-requisite: Economics 105, 149, or 205D. Instructor: Connolly and Schmitt-Grohe. One course.
214S. Readings in Economics. R, SS, W Seminar to expose students to economic issues and topics through reading of current literature and weekly iterative writing summaries. Topics will vary by week in order to expose the student to a wide array of current literature and economic debate. (Similar to Economics 114S, but requires additional assignment.) Prerequisites: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55; and Economics 105 or 149; and Economics 110 or 154. Instructor: Hagy or staff. One course.

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

216S. Economics of Education. (QID) SS Topics include investment in human capital, return to and demand for education, the production function for schooling, public expenditures on schools, effectiveness of private and public schools, the distribution of public educational expenditures, public financing of higher education, inflation in college costs, and labor markets for teachers and professors. Emphasis on students' research projects. Prerequisite: Economics 105, 149 or 205; Statistics 101, 103, 104, 112, 113 or 114 or Mathematics 135 or 136. Instructor: Clotfelter. One course. C-L: Public Policy Studies 216S

218. Macroeconomic Policy and International Finance. (QID) SS One course. C-L: see Public Policy Studies 218

219S. Economic Problems of Underdeveloped Areas. (QID) R, SS, W Assessment of the economic determinants of development with consideration given to demographic, political, and public policy impacts. Emphasis on student-directed research that employs data to expose development issues, across countries and over time. Prerequisite: Economics 105 or 149; and Economics 110 or 154; and consent of instructor required. Instructor: Kelley. One course. C-L: Comparative Area Studies

220S. Computer Modeling for Policy Analysis. (QID) R, SS Introduction to the use of computer techniques in economic policy evaluation; policy applications to international economics, public finance and development economics; computer analysis of linearized and nonlinear models. Students required to complete a major modeling project. Prerequisite: Economics 105 or 149; and Economics 110 or 154. Instructor: Tower or staff. One course. C-L: Information Science and Information Studies

238. History of Globalization in the Twentieth Century. (QID) CCI, CZ, R, SS Same as Economics 138, but requires an additional paper; not open to students who have taken Economics 138. Prerequisite: Economics 1, 1A, 1D or 51D; recommended Economics 110 or 154. Instructor: Toniolo. One course. C-L: History 224A

239. Introduction to Econometrics. (M, QID) QS, R Data collection, estimation, and hypothesis testing. Use of econometric models for analysis and policy. (Same as Economics 139 but requires additional term paper; not open to students who have taken Economics 139.) For Economics majors only. Prerequisite: Economics 2, 2D, 52D or 55D; Mathematics 103 (co-requisite); Statistics 101, 103, 104, 112, 113 or 114 or Mathematics 135 or 136. Instructor: Beresteau, Ellickson, or Tarozzi. One course.

241. Applied Econometrics. (M, QID) QS, R Covers basic econometric methods useful in empirical economic research and forecasting. Topics include multiple regression analysis under nonstandard conditions; probit, logit, and other limited dependent variables; count data; simultaneous equation systems; and basic models with panel data. (Same as Economics 141, but requires additional paper; not open to students who
have taken Economics 141.) Prerequisite: Economics 139D; Mathematics 104; Statistics 101, 103, 104, 112, 113 or 114 or Mathematics 135 or 136. Instructor: Beresteau. One course.

243. The Art Market. ALP, R, SS Same as Economics 143, except additional paper required. Prerequisite: Economics 2, 2D, 52D or 55D; and Art History 70 or consent of instructor. Instructor: De Marchi and Van Miegroet. One course.

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

248. History of Economic Thought. CCI, R, SS Approaches to economic problems from Aristotle to Keynes, emphasizing certain models and doctrines— their origins, relevance, and evolution. Readings from M Pune, Quesnay, Adam Smith, Malthus, Ricardo, Marx, Walras, Veblen, and Keynes. (Similar to Economics 148, but requires an additional assignment. Not open to students who have taken Economics 148.) Prerequisites: Economics 1, 1A, 1D or 51D; and Economics 2, 2D, 52D or 55D. Instructor: Goodwin. One course. C-L: Comparative Area Studies

251S. Regulation of Vice and Substance Abuse. R, SS, W One course. C-L: see Public Policy Studies 251S; also C-L: Health Policy

255S. Labor Economics: Analysis and Measurement. (QID) R, SS Labor market equilibria. The demand for labor. The supply of labor: human fertility, human capital, hours of work, and labor force participation. Wage levels and differences. Union and government as labor market factors. (Same as Economics 155S, but requires additional paper; not open to students who have taken Economics 155S.) Prerequisite: Economics 105 or 149; and Mathematics 26, 31, or 31L; and Statistics 101, 103, 104, 112, 113 or 114 or Mathematics 135 or 136. Instructor: Arcidiacono or McElroy. One course.

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

258. Applied Financial Economics. (QID) R, SS Same as Economics 158, but requires additional work. Not open to students who have had Economics 158/258. Prerequisite: Economics 105 or 149; and Economics 110 or 154; and Economics 139. Instructor: Burmeister. One course.

261. Evaluation of Public Expenditures. (QID) SS One course. C-L: see Public Policy Studies 261; also C-L: Environment 272, Health Policy


264. Formulating Macroeconomic Concerns, 1936-86. (QID) R, SS Same as Economics 164, but requires an additional paper; not open to students who have taken Economics 164. Prerequisite: (or corequisite) Economics 110 or 154. Instructor: De Vroey. One course.

265S. International Trade. (QID) R, SS International trade, investment and migration, commercial policy, and the political economy of trade. Prerequisite: Economics 105 or 149; and Economics 110 or 154. Instructor: Kimbrough or Tower. One course. C-L: Canadian Studies

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

Economics (ECON) 245
268S. Current Issues in International and Development Economics. SS, W Issues of income distribution within and between countries, vehicles for growth, regional development, the role of politics in economic policy, multinational institutions. Cross-country and cross-time comparisons. Emphasis on individual research projects. Prerequisite: Economics 105 or 149; and Economics 110 or 154. Instructor: Tower. One course. C-L: Canadian Studies

270. Resource and Environmental Economics. SS One course. C-L: see Environment 270; also C-L: Public Policy Studies 272, Health Policy

271. Economic Analysis of Resource and Environmental Policies. SS One course. C-L: see Environment 271

273. Economics of Modern Latin America. CCI, SS Same as Economics 175, but requires an additional paper; not open to students who have taken Economics 175. Prerequisite: Economics 1, 1A, 1D or 51D; and 2, 2D, 52D or 55D. Instructor: Staff. One course. C-L: Comparative Area Studies, Latin American Studies

275. Mathematical Economics. (QID) SS Topics include a review of differential and integral calculus; overview of matrix algebra, comparative statics, constrained optimization; introduction to differential equations and difference equations. Prerequisite: basic knowledge of differential and integral calculus. Instructor: Sharpe. One course.

277. Game Theory. SS An introduction to non-cooperative game theory with emphasis on both games of complete information and games of incomplete information. Application from economics, biology, law, and political science. Offered only in the summer. Prerequisite: Economics 105. Instructor: Taylor.

278. Mathematical Economics II. (QID) SS Addresses more formal mathematical modeling in economics and provides an introduction to real analysis and mathematical dynamics. Offered only in the summer. Instructor: Staff. One course.

279. Advanced Microeconomics II. (QID) SS Formal theory and developing proofs; attention paid to empirical implications of theory. Offered only in the summer. Instructor: Staff.

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

285. Economic Growth and Development Policy. (QID) SS, STS, W One course. C-L: see Public Policy Studies 286S; also C-L: Comparative Area Studies, Latin American Studies

287. Public Finance. (QID) SS Same as Economics 187, but requires additional graduate-level work; not open to students who have taken Economics 187. Prerequisite: Economics 105 or 149. Instructor: Staff. One course.

288. Advanced Industrial Organization. (QID) SS, STS Advanced topics in behavior of firms within industries. Topics include the agency problem, barriers to entry, research and development, collusion, pricing, econometrics of market power, and product differentiation. Analysis conducted within market structure and regulation environment. Prerequisite: Economics 188. Instructor: Bajari, Peretto, or Yildirim. One course.

288S. Advanced Industrial Organization. (QID) SS, STS Seminar version of 288. Prerequisite: Economics 188. Instructor: Bajari, Peretto, or Yildirim. One course.

289. Applied Econometrics II. (M, QID) QS Time series analysis, non-linear and systems modeling, limited dependent variables, and hazard models. Probability and distribution theory, and statistical inference. Issues of functional form, qualitative form,
qualitative choice models, pooled time series and cross-sectional data, and more advance time series topics. Offered only in the summer. Instructor: Staff. One course.

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

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

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

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

295. Selected Topics in Economics. SS Instructor: Staff. One course.

296. Selected Topics in Economics. SS Instructor: Staff. One course.

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

Senior Seminars

200. Senior Capstones. SS Special topics seminars open only to students with senior standing and completing a major in economics, except with special permission of instructor. Students should enroll by designated suffix letter. Consent of individual instructor may be required. One course each. Instructor: Staff. One course.

200A S. Economics and the Bloomsbury Group. CZ, SS, W An exploration of the place of economics in the affairs of the Bloomsbury Group, a remarkable association of intellectuals and artists active during the first half of the twentieth century, the best known central figures of which were Virginia and Leonard Woolf, E. M. Forster, John Maynard Keynes, Duncan Grant, Vanessa Bell, and Roger Fry. How economics looks when embedded in the humanities and the arts as well as politics. Consent of instructor. Instructor: Goodwin. One course.
200BS. Innovation and Entrepreneurial Activity. (QID) R, SS, STS Economic competition and performance of start-up companies in the biotech, software, and other high-tech industries. Concepts learned in industrial organization, corporate finance, labor economics, and micro theory applied to issues such as the market for technology licenses, incentive contracts of entrepreneur ventures, venture capital funds, and intellectual property rights. Research project required. Consent of instructor. Instructor: Grabowski. One course.

200CS. Economy, Society, and Morality in Eighteenth-Century Thought. (QID) SS, W Explorations of eighteenth-century topics with modern counterpart, chiefly (a) self-interest, liberal society, and economic incentive; and (b) the passions, sociality, civic virtue, common moral sensibilities, and the formation of taste and opinion. Original texts: for example, Bacon, Newton, Shaftesbury, Mandeville, Hutcheson, Hume, Smith, Hogarth, Burke, Cato’s Letters, Federalist Papers, Jane Austen. Stress on integrating economic and political science perspectives. Open only to seniors majoring in either economics or political science. Not open to students who have had Economics 146. Economics 105 or 149; and Economics 110 or 154. Instructors: De Marchi and Grant. One course. C-L: Political Science 214S

200ES. Financial Derivatives and Financial Engineering. (QID) R, SS, W Financial derivatives including option on stock market indices, futures on stock indices and United States treasury securities, interest rate swaps, and exotic options. The major techniques of derivatives pricing including the Black-Scholes formula for basic options, the Cox-Ingersoll-Ross model for fixed income analysis, and binomial simulation models for more complex derivatives. Research projects/ papers and class presentations required. Prerequisites: Economics 105 (or 149), Economics 110 (or 154), Statistics (Statistics 103 preferred), Economics 157, 158, or 181 helpful and may taken concurrently, or consent of the instructor. Additional coursework in mathematics or computer science helpful but not essential. Instructor: Tauchen. One course.

200GS. Regulation and Industrial Economics. (QID) R, SS, STS Industrial competition and performance in industries such as airlines, pharmaceuticals, biotech, internet, venture capital, sports, tobacco, and health care services. The efficiency of regulation and other public policy programs. Research project required. Prerequisites: Economics 105D or 149 and statistics. Instructor: Grabowski. One course.

200JS. Strategic Behavior. (QID) SS Game theoretic models of imperfect competition and application of these models to detailed case studies of real markets. Prerequisites: Economics 105 or 149; and Statistics 101, 103, 104, 112, 113, or 114; or Mathematics 135 or 136; or consent of instructor. Instructor: Bajari. One course.

200XS. Senior Capstone: Special Topics. R, SS Senior Capstone: Special Topics Prerequisites: Economics 105 or 149; and Economics 110 or 154. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED
65. Japanese Business Management. CCI, SS
142S. Chinese Economy in Transition. CCI, R, SS
144. Education, Development, and Growth
145. Soviet System and the Emerging Russian Economy. CCI
152. Mercantile Culture and Art in the Netherlands. ALP, CCI, CZ, R
161S. Economics of Slavery in the American South. SS
173. Economics of Organization and Management. (QID) SS
183. Agency and Accounting. (QID) SS
198S. Economics of Regulation. R, SS, STS, W
199. Distributive Justice and the Social Sciences. (QID) EI, SS
200FS. Current Issues in Economics. (QID) EI, SS
224S. Economics of the Law
225S. Games and Information
231S. Economic Development in Latin America. CCI
236. The International Economy Since 1800. CZ, R, SS
237S. Understanding and Managing Global Capital Markets Crises. (QID) CCI, CZ, SS
240. Comparative Economic Systems. CCI, SS
242S. Chinese Economy in Transition. CCI, R, SS
244. Education, Development, and Growth
252. Mercantile Culture and Art in the Netherlands. ALP, CCI, CZ, R
253. Econometric Methods
259S. State and Local Public Finance. SS
263. Environmental Economics: Quantitative Methods and Applications. (QID) SS, STS
269. Microeconomic Analysis. (QID) SS
273. Economics of Organization and Management. SS
281. Corporate Finance. (QID) SS
283. Agency and Accounting. (QID) SS
293S. Russian Economic History. CCI, SS
294S. Soviet Economy in Transition. CCI, SS
299. Distributive Justice and the Social Sciences. (QID) EI, R, SS

THE MAJOR

General Economics Requirements
Substitution of similar courses in other departments at Duke for courses in the Department of Economics to count toward the major is not permitted. Up to two transfer and/or study abroad credits may be counted towards major requirements. (The only exception applies to study abroad credit from the London School of Economics.)

For the A.B. Degree
Prerequisites: Economics 1, 1A, 1D, 1S or 51D. Economics 55D (or 52D prior to Fall 2002). Mathematics 25L and 26L, or 31 or 31L, or advanced placement for Mathematics 31. Statistics 101, 103 (or Mathematics 135), 112, 113, or 114 (or Mathematics 136). Statistics is a prerequisite for many 100-level economics courses and should therefore be taken early in the major. With approval of the director of undergraduate studies, students may take Public Policy 110 in place of Economics 55D. Prerequisites for the major, as well as requirements, may not be taken pass/fail.

Requirements: Economics 105 or 205 (or 149 or 249 prior to Spring 2002). Economics 110 or 210 (or 154 or 254 prior to Fall 2003). Any five additional economics courses at the 100 level or above. For students entering in Fall 2002 or later, at least one of these five courses must be in either economic history or the history, philosophy or sociology of economics (Economics 132, 136, 138, 146, 148, 150, 161, 164, 190, 197, 199, 212, 291, 299).

For the B.S. Degree
The Bachelor of Science degree in economics signifies achievement of proficiency in quantitative skills and experience in applying these to economics. It is recommended for students who plan to do graduate study in economics and graduate business programs, and for students interested in employment in business and government agencies where these skills would be valuable. Students who contemplate graduate study in economics are urged to develop skills in intermediate calculus (Mathematics 103) linear algebra (Mathematics 104), applied analysis (Mathematics 111), differential equations (Mathematics 131), and advanced calculus (Mathematics 139). Students
interested in graduate work in business administration may wish to focus less on mathematics and more on computer science, statistics and quantitative economics.

Prerequisites: Economics 1, 1A, 1D, 1S or 51D. Economics 55D (or 52D prior to Fall 2002). Mathematics 31, 32 and 103, or the equivalent. Statistics 101, 103 (or Mathematics 135), 112, 113, or 114 (or Mathematics 136). Statistics is a prerequisite for many 100-level economics courses and should therefore be taken early in the major. With approval of the director of undergraduate studies, students may take Public Policy 110 in place of Economics 55D. Prerequisites for the major, as well as requirements, may not be taken pass/fail.

Requirements: Economics 105 or 205 (or 149 or 249 prior to Spring 2002). Economics 110 or 210 (or 154 or 254 prior to Fall 2003). Economics 139 or 239. (Undergraduates should view Economics 139 as a course to be completed no later than their junior year since many 100-level economics courses build on this course.) Any four additional economics courses at the 100-level or above, plus any two additional quantitative reasoning courses drawn from the following: any computer science course except Computer Science 1; 100-level or above courses in mathematics; 100-level or above courses in statistics; the following quantitatively oriented economics courses: 141, 157 or 257S, 158 or 258, 181, 200ES, 207 or 207S, 220S, 225S, 241, 253 (excluding Economics 139). Students cannot use the same individual course to fulfill multiple requirements (for example, to satisfy an elective and quantitative reasoning requirement; or to satisfy a prerequisite and a quantitative reasoning requirement.

DEPARTMENTAL GRADUATION WITH DISTINCTION

An honors thesis is a research paper completed during the senior year of the economics major. It represents a degree of research and critical thinking sufficiently complex and sophisticated to require more than a semester's worth of work. The thesis is planned, researched, drafted, and revised over the course of the senior year, using research tools and techniques commensurate with an undergraduate B.A. or B.S. degree. A meaningful, sustained research experience includes participation in a research community.

Paths to the Honors Thesis

To be considered for graduation with distinction in economics, students pursue one of two paths outlined below:

1.) Students who have not developed a topic or area of interest with an individual faculty mentor enroll in Economics 114S in the fall semester of their senior year and Economics 115S in the spring semester of their senior year. This two-course sequence provides a formal structure to guide students through the thesis project; initiates students into professional research by emphasizing participation in and collaboration with a community of scholars; and reinforces a student’s training with respect to the writing component of the curriculum by ensuring attention to the formal elements of a scholarly paper: thesis statement or research question; supporting evidence; citation and documentation; and critical thinking.

2.) Students may also pursue graduation with distinction by enlisting the approval of a specific faculty member (through submission of an approval form to the director of undergraduate studies) indicating that the faculty member is willing to work with the student in his/her senior year in an independent study format to produce an honors thesis. The latest date to submit such forms is October 16 of the fall semester of the senior year. Students choosing this path enroll in Economics 193 (in the Fall or Spring of their senior year), under the instruction of the mentoring faculty.
member serving primarily as reader/reviewer. To enroll in Economics 115 students need the signature of their faculty mentor and the approval of the 115 instructor (which is gained by submission of a satisfactory thesis proposal).

Path 2 Courses —Courses which have proved excellent avenues toward the development of honors theses in the past include, but are not limited to: Economics 148, History of Economic Thought; Economics 150, The Uses of Economics; Economics 190S, Development of Modern Economic Thought; and Economics 197S, Economic Science Studies. Seminars and other courses carrying the Writing designation may also prove to be good preparation for the honors thesis.

Requirements Information

Economics 114S and 115S are both one credit courses. Therefore, in order to avoid undercutting the number of other upper level electives that an economics major would be exposed to, the successful honors candidate pursuing an A.B. [B.S.] degree must complete six [five] elective courses in the major with Economics 115S serving as the sixth [fifth] elective. If the student chooses the second path to graduation with distinction, Economics 193 (or 115S) serves as the sixth [fifth] upper level elective. These requirements are in addition to the current GPA requirement of 3.5 in the major and committee approval of their research papers. The review committee will be composed of three regular rank faculty members.

Writing Assistance

The EcoTeach Center’s Writing Consultant is available free of charge to all honors candidates on an individual basis for assistance with all phases of writing, from research to final editing. Information on services and a link for appointments can be found at: http://www.econ.duke.edu/ecoteach/writing.html

Administrative Information

Information on deadlines, candidate application forms and the like will be posted on the EcoTeach website. Students should check this site for term specific information on pursuit of an honors thesis: http://www.econ.duke.edu/ecoteach/distinction.html.

THE MINOR

Requirements: Economics 1, 1A, 1D, 1S or 51D. Economics 55D (or Economics 52D prior to Fall 2002). Three additional 100-level or above economics courses. With approval of the director of undergraduate studies, students may take Public Policy 110 in place of Economics 55D but then need to take one additional economics course (excluding Economics 2, 2A, 83, 91 and 92). Students who place out of Economics 1D or 51D with AP credit (i.e., students who receive Economics 1A credit) must take one additional economics course (excluding Economics 2, 2A, 83, 91 and 92). Substitution of similar courses in other departments at Duke for courses in the Department of Economics to count toward the minor is not permitted.

The Department of Economics publishes an on-line handbook (http://www.econ.duke.edu/ecoteach) to guide economics majors and minors.

Education (EDUC)

Professor Cooper, Director of the Program; Associate Professor of the Practice Malone, Director of Undergraduate Studies; Associate Professor Di Bona; Assistant Professors of

* Students who matriculated before May 2004 are not bound by this requirement. Their requirements are indicated in the Bulletin for the year in which they entered Duke University. The department strongly recommends, however, that all students follow one of the two standard paths to the honors thesis.
the Practice Jentleson and Riggsbee; Adjunct Associate Professors Bryant and Wilson; Adjunct Assistant Professor Valentine; Adjunct Professor of the Practice Trask; Adjunct Associate Professor of the Practice Lattimore; Adjunct Assistant Professors of the Practice Hammer and Stephens; Adjunct Lecturers Chafe and Wasiolek; Research Scholar Ewald. Affiliated Faculty: Professor Borchardt; Associate Professor of the Practice Bookman

The Program in Education provides opportunities for undergraduates to connect their liberal arts studies and the academic work of their major with rigorous intellectual examination of the issues confronting schools, children, and communities. Most courses in education satisfy requirements in the social sciences area of knowledge. The Program in Education also offers teacher licensure programs as part of the Duke University Teacher Preparation Programs. Students interested in licensure to teach should consult either the Elementary or the Secondary Teacher Preparation Program director.

49S. First-Year Seminar. Topics vary each semester. Instructor: Staff. One course.

50. Duke-Administered Study Abroad: Special Topics in Education. CCI Topics differ by section. Instructor: Staff. One course.

100. Social and Philosophical Foundations of Education. CCI, EI, SS Interdisciplinary examination of issues confronting American education, incorporating historical, political, economical, philosophical, and social perspectives. Exploration of ways cultural influences and differences have shaped public schools. Students participate in structured service learning experience in which they reflect on ethical issues related to schooling. Instructor: Jentleson or staff. One course.

101. Duke-Administered Study Abroad: Advanced Special Topics in Education. CCI Topics differ by section. Instructor: Staff. One course.

104. Intelligence. (QID) SS One course. C-L: see Psychology 104

108S. Teaching Practices in Elementary Language Arts and Content Areas. CCI, EI, SS Elementary curriculum with emphasis on meeting the needs of students from diverse cultural groups in public school settings. Sequential, field-based experiences in classrooms analyzed with a focus on comparing ethical teaching practices. Instructor: Riggsbee. One course.

109S. Elementary Curriculum. Analysis, development, and evaluation of elementary curriculum with emphasis on integrating the expressive arts with literacy, mathematics, social studies, and science. Using Gardner’s multiple intelligences model of learning, students write comprehensive curriculum units that focus on meeting the needs of learners from diverse social, ethnic, and cultural groups. Instructor: Riggsbee. One course.

110. Research/Reflective Practice Elementary Education. SS Reflection on the teaching internship, classroom action research focusing on elementary instruction, and a case study analyzing a student with special learning needs. Instructor: Riggsbee. One course.

112S. Children, Schools and Society. CCI, EI, SS, W The processes by which children are educated in the United States. Ways children acquire through schooling social skills, moral values, and a sense of their role in society. Evaluation of the appropriateness of these goals for schooling, how schooling shapes children's development, and how the education policies that sanction these processes are formed. A presentation of theory and research for solving complex societal problems that confront children, schools, and communities. Cross-listed. Instructor: Staff. One course. C-L: Public Policy Studies 109S

113S. Educational Technology. R, SS, STS Exploration of the history and theories of education in general and of educational technology in specific; relationship between theories of learning and instructional activities in technology; aesthetics of instructional and screen design; human-computer dialogue, "meaningful input," response analysis, speech recognition, text presentation; regular online investigations; final exercises:
individual hard-copy research "portfolios" of the semester's work and team-built online course web site, with emphasis on developing aesthetic understanding. Instructor: Borchardt. One course. C-L: Information Science and Information Studies

118. Educational Psychology. CCI, EI, SS Principles of developmental, social, and cognitive psychology as applied to education, with a focus on how children learn. Examination of the impact on learning of race, class, gender, and ethnicity, including a comparative analysis of cultural differences in American schools. Through structured service learning experiences in local schools, students reflect through writing on ethical issues in teaching. Instructor: Malone or staff. One course.

120. Elementary Education: Internship. EI Engagement, as part of a teaching internship in elementary schools, in active classroom research projects by designing, implementing, and evaluating units of instruction. Creation of a portfolio of products to demonstrate technology competencies for teaching certification. Students also reflect and write on ethical issues involved in their service experiences in public schools. Instructor: Riggsbee. Two courses.

121. Infancy, Early Childhood, and Educational Programs. CCI, EI, SS A comprehensive introduction to the field of early childhood education and child development from infancy to age eight. Examines programs, strategies, trends, and methods that reflect current educational practice and research. Involves structured service learning experiences in which students engage in comparative analysis of children of various cultures. Students also examine ethical issues encountered in early childhood programs. Instructor: Staff. One course.

123. Motivation and At-Risk Students. CCI, SS Explores current motivational theories and how these theories can be applied to motivating at-risk students. Includes multicultural issues in teaching at-risk students. Instructor: Staff. One course.

125S. Unrecognized Talent: Minority Children and Gifted Education. CCI, EI, SS Investigation of society, counselors, teachers, parents, and self in the social, emotional, and academic development of the minority gifted child. Focus on cultural comparisons relating to the manifestation of giftedness, ways of reversing under-representation of minority students in programs for the gifted, and ethical issues relating to the use of tests in identifying giftedness as it relates to minority students. Instructor: Stephens. One course.

133S. Legal Issues in Education. R, SS, W A case analysis approach giving students an opportunity to identify and review past, current, and emerging legal issues and theories in education. Topics include students' rights (for example search and seizures, due process), institutional liability and teacher's rights at the elementary and secondary levels and in the college setting. Instructor: Wasiolek. One course.

137. Contemporary Issues In Education. CCI, EI, SS Investigation of current issues and problems in the field of education including areas of race, gender, equity, and educational policy. Examines issues from an interdisciplinary perspective. Includes fieldwork in local public schools. Instructor: DiBona. One course.

139. Marxism and Society. SS One course. C-L: see Cultural Anthropology 139; also C-L: History 186, Literature 181A, Sociology 139, Comparative Area Studies, Marxism and Society

140. The Psychology of Work. CCI, SS, STS An interdisciplinary examination of career choice and development with particular focus on ways work may change in the future, including the impact on work of major developments in science and technology. Comparative analysis of work across cultures and within American society. Instructor: Staff. One course. C-L: Markets and Management Studies

144S. Children's Self Expression: Literacy Through Photography. EI, SS Children's self-expression and child development through writing, photography, and documentary work. Focus on the reading and critical interpretation of images. The history,
philosophy, and methodology of Literacy Through Photography. Includes internship in elementary/middle school classrooms. Instructor: Ewald and Hyde. One course. C-L: Documentary Studies 144S

145S. Gender and Race in the Classroom: Literacy Through Photography. CCI, EI, SS Examination of learning and socialization processes and how they are shaped by race and gender dynamics, as well as by socio-political matters. Involves internship in elementary/middle school classrooms utilizing the Literacy through Photography methodology. Instructor: Ewald and Hyde. One course.

147. Urban Education. CCI, SS One course. C-L: African and African American Studies 147, Sociology 136

150S. Gender, Politics, and Higher Education. CCI, CZ, R, SS One course. C-L: see Women’s Studies 170S

151S. Literacy and Service Learning. CCI, EI, SS Recent research on the role of service learning in promoting literacy development in children; the impact of service learning, volunteering, and school-based tutoring programs on students in K-12 schools; literacy issues such as phonics versus whole language; cognitive approaches to developing reading comprehension; methods of teaching beginning reading; reading learning disabilities; and the impact of cultural diversity on literacy. Includes a service-learning component in the local schools. Instructor: Malone. One course.

152S. Civic Engagement and the Duke-Durham Partnership. CCI, EI, SS Examination of the impact University-Community partnerships have on the community and participating University students. Investigation of effective models of collaboration between universities and their surrounding communities. Whether University efforts to develop partnerships with local communities result in meaningful social change; how these partnerships can help bridge the educational gap between students from diverse cultural backgrounds; the ethical issues involved in doing research on problems in local communities. Includes a service learning component in neighborhood community centers in which students turn in weekly reflections on the ethical issues and social justice concerns they encounter. Instructor: Staff. One course.

153S. Research in Service Learning. CCI, EI, R, SS Community-based research including design, implementation, evaluation of research in community settings. Examination of existing models of collaboration on research projects between universities and communities. Includes student participation in community-based service learning and research, writing about the ethical issues that emerge. Instructor permission required. Instructor: Staff. One course.

160S. Early Childhood Internship. EI Structured supervised internship in an early childhood program integrated with a reflective seminar in which students examine ethical issues in early childhood education. Includes comparative analysis of childhood experiences in different cultures. For Early Childhood Education Studies Certificate Students only. Instructor: Chafe or staff. One course.

162T. Freshman-Sophomore Tutorials. Small group discussions of significant books, authors, and ideas in education. May be repeated. Consent of instructor and Director of Undergraduate Studies required. Instructor: Staff. Half course.

170S. Selected Topics. Selected topics seminar. Instructor: Staff. One course.

171T. Junior-Senior Tutorials. Small group discussions of significant books, authors, and ideas in education. The availability of tutorials, their content, and the instructors will be announced before preregistration. Consent of instructor required. Instructors: Staff. Half course.

172T. Junior-Senior Tutorials. Small group discussions of significant authors and ideas in education. Different courses indicated by letter. May be repeated. Consent of instructor required. Instructors: Staff. Half course.
190. Trends, Techniques, and Innovative Technologies for the Twenty-first Century. EI, SS, STS Focus on the schools and classrooms of the twenty-first century as molded by five issues: diversity of student population, curriculum design, alternative assessment, technological innovation, and professionalization of educators. Examination of the theoretical basis of these issues; concentration on the practical implications for public and private schools. Includes structured weekly field-based experience in the local schools in which students explore ethical issues in teaching. Instructor: Staff. One course.

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

192. Independent Study. Directed readings in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or project on a previously approved topic. Does not meet curriculum "Research" requirement. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

196S. Teaching High School English. SS Secondary School curriculum and instruction with focus on teaching of English, special emphasis placed on meeting the needs of high school students from diverse cultural backgrounds. Includes field-based experience with a focus on examining ethical teaching practices. Instructor: Staff. One course.

197S. Teaching High School Mathematics. SS Secondary School curriculum and instruction with focus on teaching of Mathematics, special emphasis placed on meeting the needs of high school students from diverse cultural backgrounds. Includes field-based experience with a focus on examining ethical teaching practices. Instructor: Staff. One course.

198S. Teaching High School Science. SS Secondary School curriculum and instruction with focus on teaching of Science, special emphasis placed on meeting the needs of high school students from diverse cultural backgrounds. Includes field-based experience with a focus on examining ethical teaching practices. Instructor: Staff. One course.

199S. Teaching HS Social Studies. SS Secondary School curriculum and instruction with focus on teaching of Social studies, special emphasis placed on meeting the needs of high school students from diverse cultural backgrounds. Includes field-based experience with a focus on examining ethical teaching practices. Instructor: Staff. One course.

For Seniors and Graduates

205S. Selected Topics. Selected topics seminar. Instructor: Staff. One course.

209. Global Education. CCI, EI, SS, STS Major educational changes and reforms in selected countries designed to illustrate general similarities and differences in the policies of developing and industrialized societies. Emphasis on American educational issues in the context of the emerging global economy with a focus on how policies affect various cultural groups due to economic, social, cultural, or gender diversity. Exploration of the ethical dimensions that decision makers must face in formulating policy. Investigation of the ways technological innovation is changing schools and the teaching/learning process. Instructor: Di Bona. One course.

215S. Seminar in Secondary School Teaching. EI, R Principles, practices, and problems in secondary school instruction, including a focus on values and ethics in teaching. Instructor: Staff. One course.

216. Secondary Education: Internship. R Supervised internship in a teaching center in a senior high school involving some full-time teaching. Students also complete an action
research project focused on an important issue in classroom teaching. For student teachers only. Instructor: Staff. Two courses.

270S. Selected Topics Seminar. SS May be repeated. Consent of instructor required. Instructor: Staff. One course.

275S. Research Synthesis and Meta-Analysis. (QID) R, SS Recent developments in research synthesis in the behavioral and medical sciences. Topics include: problem formulation; scientific communication; methods for locating research; problems in retrieving data from secondary sources; judging the quality of research; effect size estimation; analyzing variance in effect sizes across studies. Prerequisites: Statistics through analysis of variance. C-L. Instructor: Cooper. One course. C-L: Psychology 275S

COURSES CURRENTLY UNSCHEDULED

117S. Psychology of Personal and Social Adjustment. CCI, EI, SS
149S. Exceptional Children. CCI, EI, R, SS
155S. Tests and Measurements (G). (QID) R, SS
168S. Contemporary Education Criticism. CCI, EI, R, SS
173. Clinical Reading Practicum. CCI, R
178S. The Psychology of Exceptional Ability. (QID) SS
210S. Higher Education in Latin America. CCI, EI, SS
211. Education and the Mass Media. CCI, EI, SS
212S. Pedagogy and Political Economy: A World View. CCI, EI, SS
232. Learning and Living in Families. CCI, EI
242S. Group Interactions. CCI, EI
248. Practicum in Counseling

UNIVERSITY PROGRAM FOR PREPARATION FOR TEACHING

The Duke University Teacher Preparation Programs offer secondary teacher licensure programs at both the undergraduate and Master’s level and an elementary licensure program at the undergraduate level. A common conceptual framework—preparing knowledgeable and skilled instructors who conduct themselves professionally and ethically as they practice reflective teaching—links the Teacher Preparation Programs. As students complete general education requirements of Trinity College and of a selected major, they may also fulfill requirements of an approved Duke teacher preparation program and become licensed to teach. Licensure by the Duke-approved program is authorized through the State Board of Education in North Carolina and is reciprocal with most states. A license to teach along with an undergraduate degree is required by most public school systems and is recommended by many independent schools.

Brief descriptions of two undergraduate programs based on Bachelor of Arts or Bachelor of Science degrees (secondary school teaching and elementary teaching) are followed by a description of a program for secondary teaching based on a Master of Arts in Teaching degree. The goals of and criteria for admission to any of these programs are available from the respective offices.

Duke University is accredited by the North Carolina Department of Public Instruction (DPI) and the National Council For Accreditation of Teacher Education (NCATE) and has reciprocal approval for initial licensure with most of the fifty states. Title II data is available upon request.

Secondary School Teaching (A. B. or B. S. degree)

The Program in Education offers secondary school teacher licensure programs in English (open to English majors only), mathematics (open to mathematics majors only), social studies (open to majors in cultural anthropology, economics, history, political science, psychology, public policy, religion, or sociology) and science (open to majors in biological anthropology and anatomy, biology, chemistry, environmental studies,
Prospective teachers are advised to consult with the academic advisors in their majors and the secondary program director concerning their interest in teaching and in being accepted into this preparation program.

Interested undergraduate students may apply to the secondary school teaching program in the spring of their sophomore year or the fall of their junior year. Students are accepted by competitive criteria into a program which includes education courses with field experiences in local schools, and an intensive senior spring semester teaching internship. During the internship students teach high school classes in their respective disciplines under the supervision of an experienced teacher and a university professor.

Upon completion of the senior year spring semester internship, and the four-year Trinity College undergraduate degree, students may apply for licensure.

Elementary School Teaching (A. B. or B. S. degree)

Undergraduate students who plan to teach young children (usually kindergarten through grade six) may become eligible for licensure to teach while at Duke in addition to completing any academic major offered by Trinity College. The Elementary Teacher Preparation Program includes academic coursework and an intensive senior fall semester internship.

Interested undergraduate students may apply to the elementary program beginning in the sophomore year. Students are selected by competitive criteria for participation in the program. An intensive senior fall semester links together a teaching internship in a local public school, seminars, and independent directed research (four course credits). Students selected for the elementary teaching program are placed as interns with mentor teachers in an elementary school and are also supervised by a Duke professor.

Upon completion of the senior year fall semester internship and the four-year Trinity College undergraduate degree, students may apply for licensure.

Master of Arts in Teaching (MAT) in Secondary Schools

The Master of Arts in Teaching Program is designed for students who wish to teach their discipline in secondary schools by completing a graduate degree. The normal sequence for MAT coursework may begin in the spring semester of the senior year. Courses may not be double-counted toward both the bachelor's and MAT degrees.

Additional information is available from the MAT office. This program is approved for teacher licensure by the State Board of Education in North Carolina and is reciprocal with most states.

EARLY CHILDHOOD EDUCATION STUDIES CERTIFICATE PROGRAM

The six-course Early Childhood Education Studies Certificate Program allows students to develop a specialization in early childhood development and the conditions of early childhood by pursuing studies in psychology, sociology, cultural anthropology, public policy, and education, and by participating in a supervised internship experience with child care centers, preschools, and families. The certificate requires two specific courses: Education 121 and the capstone internship seminar, Education 160S. The first provides a comprehensive view of early childhood education, its history, programs, and current issues; the second provides direct experience under supervision in an approved early childhood program combined with bi-weekly group discussions with a Duke internship supervisor. No more than three courses that originate in a single academic unit may be taken; the internship is open only to students seeking the certificate.

The certificate in Early Childhood Education Studies will help qualify students to work in a variety of early childhood fields which may include research, child care service, and providing leadership to raise standards in communities for improved early childhood programs. The program helps students to identify an area for
postbaccalaureate study. Students with interests in social work, education, child
psychology, pediatrics, and policy issues will enhance their understanding of these
areas through study in this program. For additional information consult the Program
in Education.

Candidates need six (6) courses.

I. Two required courses:

Education 121. Infancy, Early Childhood, and Educational Programs
Education 160S. Early Childhood Internship

II. Four (4) elective courses, two in each area:

A. Development of the Child:

Education 118. Educational Psychology
Human Development 124. Human Development
Psychology 97. Developmental Psychology: Introduction and Survey
Psychology 119B. Child Clinical Psychology
Psychology 124. Human Development
Psychology 130. Psychosocial Aspects of Human Development
Psychology 131. Early Social Development
Psychology 136. Developmental Psychobiology
Psychology 153S. Issues in Language Development
Psychology 154S. Education, Children, and Poverty
Psychology 159S. Biological Psychology of Human Development
Psychology 183A, S. Research Methods in Developmental Psychology
Psychology 183B, S. Child Observation
Psychology 205S. Children’s Peer Relations
Psychology 206S. Pediatric Psychology
Psychology 214S. Development of Social Interaction

B. Conditions of Childhood:

Cultural Anthropology 115S. The Anthropology of Gender (gender, work and family)
Cultural Anthropology 119. Language, Culture and Society
Cultural Anthropology 143. Education, Culture, and Identity
Cultural Anthropology 165. Psychological Anthropology
Education 112S. Children, Schools, and Society
Public Policy Studies 109S. Children, Schools, and Society
Public Policy Studies. (special topic courses on approval)
Sociology 111. Social Inequality: An International Perspective
Sociology 117. Childhood in Social Perspective
Sociology 118. Sex, Gender, and Society
Sociology 123. Social Aspects of Mental Illness
Sociology 150. The Changing American Family
Sociology 169. Psychosocial Aspects of Human Development
Sociology 215. Basic Demographic Methods and Materials. (pre-req. Sociology 207 or equivalent.)

English (ENGLISH)

Professor Quilligan, Chair; Associate Professor Baucom, Director of Undergraduate
Studies; Professors Aers, Applewhite, Baker, Beckwith, Butters, Clum, Davidson,
DeNee, Gaines, Holloway, Pope, Porter, Price, Smith, Strandberg, and Torgovnick;
Associate Professors Aravamudan, Ferraro, Harris, Jones, Moses, Pfau, Psomiades,
Shannon, Somerset, Tete, Wald, Wallace, and Willis; Assistant Professors Cohen,
Khanna, Metzger, and Mitchell; Associate Professor of the Practice Malouf; Assistant
Professor of the Practice Hillard; Associate Research Professor Pierce-Baker; Adjunct
Professors Eble, Ruderman, and Wolfram; Adjunct Professor of the Practice of Rhetoric
Gopen; Adjunct Associate Professors Herman and Wittig; Adjunct Assistant Professors
Kennedy, Thomas, and Weldon; Lecturer Askounis

A major or minor is available in this department.

*Of the four elective courses, only one may be a Program in Education course; additionally, a limit
of three courses may be taken from any one of the remaining departments.
20. Literature and Composition. Credit for Advanced Placement on the basis of the College Board examination in literature and composition. One course.

26S. Studies in Literary Topics. ALP, W May be taken twice. Instructor: Staff. One course.

29. Composition and Language. Credit for Advanced Placement on the basis of the College Board examination in composition and language. One course.

48AS. Focus Program Seminar on Writing or Language. Topics vary each semester offered. Instructor: Staff. One course.

48BS. Focus Program Seminar on Literature. ALP Topics vary each semester offered. Instructor: Staff. One course.

49BS. First-Year Seminar on Literature. ALP Topics vary each semester offered. Prior to the drop/add period, this course is restricted to first-year students who have not fulfilled their seminar requirement. Instructor: Staff. One course.

51. Representative American Writers. ALP Selections and complete works. Poe, Emerson or Thoreau, Hawthorne, Melville, Whitman, Dickinson, and Twain; not open to students who have taken English 152 or 153. Instructor: Staff. One course.

52. Representative American Writers. ALP Continuation of English 51. Selections and complete works. James, Frost or Robinson, Crane or Dreiser, O'Neill, Faulkner, Hemingway, and others. Not open to students who have taken English 154. Instructor: Staff. One course.

53. Duke-Administered Study Abroad: Special Topics in English. CCI Topics differ by section. Instructor: Staff. One course.

63S. Introduction to Creative Writing. ALP, W Instructor: Staff. One course.

64S. Topics in Documentary Writing. ALP Topics in documentary writing. Selected topics. Instructor: Staff. One course.

90AS. Readings in Genre. ALP, W An introduction to the skills of critical reading and the vocabulary of critical analysis by close examination of poetry, fiction, and drama (or other media such as film) from a range of historical periods. Instructor: Staff. One course.

90B. Reading Historically. ALP, W A study of representative writings selected from a range of historical moments from the High Middle Ages to the present, contextualized with the intellect, cultural, and historical background of their times. Instructor: Staff. One course.

90BS. Reading Historically. ALP, W Seminar version of 90B. A study of representative writings selected from a range of historical moments from the High Middle Ages to the present, contextualized with the intellectual, cultural, and historical background of their times. Instructor: Staff. One course.

94. Introduction to Theater. ALP, CCI One course. C-L: see Theater Studies 91

100AS. Writing: Fiction. ALP, W Instruction in the writing and study of fiction. Recommended for students before they take English 103S, 104S, 110S, 202S, or 203S. Consent of instructor required. Instructor: Staff. One course.

100CS. Writing: Poetry. ALP Instruction in the writing and study of poetry. Recommended for students before they take English 105S or 106S. Consent of instructor required. Instructor: Staff. One course.

101A. Introduction to Film (DS4). ALP Basic film theory and history of motion picture technology. Introduction to experimental, documentary, and narrative forms of Third World, European, and United States cinemas. Economics and aesthetics. Not open to students who have taken Drama 132. Instructor: Gaines, Radway, Surin, Torgovnick, or Willis. One course. C-L: Theater Studies 171, Film/Video/Digital 130, Literature 110, Policy Journalism and Media Studies

101B. Introduction to Cultural Studies (DS4). ALP One course. C-L: see Literature 100; also C-L: Film/Video/Digital, Marxism and Society
101CS. Documentary Film/Video Theory and Practice (DS4). ALP One course. C-L: see Film/Video/Digital 104S; also C-L: Cultural Anthropology 131S, Documentary Studies 102S. Screenwriting. ALP, W One course. C-L: see Theater Studies 137S; also C-L: Film/Video/Digital 107S

103S. Writing: Short Stories. ALP, W Intensive writing of the short story, with students completing a minimal of thirty pages of finished and presumably publishable fiction. Discussion of students' manuscripts and individual conferences with the instructor, taking into consideration questions of the aesthetics, ethics, and morality of fiction, as well as procedures for its publication. Open to sophomores, juniors, and seniors; recommended for, but not limited to, students who have taken English 100A. Consent of instructor required. Instructor: Applewhite, Malouf, Pope, Porter, or Price. One course.

104S. Writing: Short Stories. ALP, W See English 103S. Open to sophomores, juniors, and seniors; recommended for, but not limited to, students who have taken English 100A. Consent of instructor required. Instructor: Applewhite, Malouf, Pope, Porter, or Price. One course.

105S. The Writing of Poetry. ALP Meter, image, tone, and dramatic organization in traditional and modern poems as a basis for original composition. Open to sophomores, juniors, and seniors; recommended for, but not limited to, students who have taken English 100C. Consent of instructor required. Instructor: Applewhite or Pope. One course.

106S. The Writing of Poetry. ALP See English 105S. Open to sophomores, juniors, and seniors; recommended for, but not limited to, students who have taken English 100C. Consent of instructor required. Instructor: Applewhite or Pope. One course.

107S. Dramatic Writing. ALP, W One course. C-L: see Theater Studies 135S; also C-L: Film/Video/Digital

108AS. Advanced Dramatic Writing. ALP, W One course. C-L: see Theater Studies 136S; also C-L: Film/Video/Digital

108BS. Transforming Fiction for Stage and Screen. ALP, W One course. C-L: see Theater Studies 138S; also C-L: Film/Video/Digital

109S. Special Topics in Writing. ALP, W Consent of instructor required. Instructor: Staff. One course.

111. Introduction to Linguistics (DS4). (QID) CCI, SS One course. C-L: see Linguistics 101; also C-L: Cultural Anthropology 107, Comparative Area Studies

112. English Historical Linguistics (DS1, DS2, DS3, or DS4). (QID) SS Introduction to methods and principles of historical linguistics, as exemplified by the history of the English language from Proto-Indo-European to the present. Not open to students who have taken English 208. Instructor: Butters or Tetel. One course. C-L: Linguistics 112

113S. Introduction to Theoretical Linguistics. (QID) R, SS One course. C-L: see Linguistics 104S; also C-L: Cultural Anthropology 102S

114. Languages of the World. (QID) CCI, SS One course. C-L: see Linguistics 102; also C-L: Cultural Anthropology 114, Russian 117, Comparative Area Studies

115. Gender and Language (DS4). (QID) CCI, R, SS One course. C-L: see Russian 174; also C-L: Cultural Anthropology 174, Women's Studies 174, Linguistics 174

116AS. Scientific Writing. ALP, W Prerequisite: Writing 20. Instructor: Staff. One course.


117ES. Advanced Composition: Writing Humor. ALP, W Includes analysis of works of humorous writers from several centuries; study of various comic forms and techniques. Creation of original essays. Prerequisite: Writing 20. Instructor: Askounis. One course.

117FS. Advanced Composition: Spiritual Autobiography. ALP, CZ, EI, W An exploration of narratives from diverse traditions and periods. Writers may include Augustine, Gandhi, Simone Weil, Thomas Merton, Malcolm X and others. Students maintain a daily journal, write weekly responses to readings, and embark on their own narratives. Prerequisite: Writing 20. Instructor: Askounis. One course.


119S. Special Topics in Linguistics. (QID) CCI, R, SS Instructor: Staff. One course.

120. Advertising and Society: Global Perspective (DS4). CCI, SS One course. C-L: see Cultural Anthropology 110; also C-L: Sociology 160, Linguistics 120, Canadian Studies, Comparative Area Studies, Film/Video/Digital, Markets and Management Studies, Policy Journalism and Media Studies, Women's Studies

120D. Advertising and Society: Global Perspective (DS4). CCI, SS One course. C-L: see Cultural Anthropology 110D; also C-L: Sociology 160D, Linguistics 120D, Markets and Management Studies

121A. Medieval English Literature to 1500 (DS1). ALP, CCI, R The principal forms and examples of English prose, poetry, and drama of the Anglo-Saxon and Middle English periods (excluding Chaucer). In translation. Instructor: Aers, Beckwith, Gopen, or Somerset. One course. C-L: Medieval and Renaissance Studies 121A

121B. Sixteenth-Century English Literature (DS2). ALP Emphasis in poetry on Wyatt, Sidney, Spenser, Raleigh, and Shakespeare; in prose on Sidney and Sir Thomas More; in drama on Marlowe. Instructor: DeNeef, Quilligan, or Shannon. One course. C-L: Medieval and Renaissance Studies 121B

121S. Germanic Heroic Literature (DS1). ALP, CCI, R One course. C-L: see German 167S; also C-L: Medieval and Renaissance Studies 1685

122. Studies in Comparative World Cinema (DS4). ALP, CCI, STS One course. C-L: see Literature 113; also C-L: German 113, Russian 113, Film/Video/Digital

123A. English Literature: 1600 to 1660 (DS2). ALP Emphasis in poetry on Jonson and the cavaliers, Donne and the metaphysical; in drama on Jonson, Tourneur, Webster, and Ford; in prose on character writers, Bacon, Burton, Donne, and Browne. Instructor: DeNeef or Quilligan. One course. C-L: Medieval and Renaissance Studies 123A

123B. English Literature: 1660 to 1800. ALP Major genres and authors such as Dryden, Congreve, Addison, Swift, Pope, Gray, Johnson, Blake, and Defoe or Fielding. Instructor: Aravamudan or Thorn. One course.

123C. Aspects of Medieval Culture (DS1). ALP, CCI, CZ One course. C-L: see Medieval and Renaissance Studies 114; also C-L: Art History 139, Classical Studies 139, History 116

123E. Aspects of Renaissance Culture (DS2). ALP, CCI, CZ One course. C-L: see Medieval and Renaissance Studies 115; also C-L: Art History 149, History 148A, Italian 125

124. Sexualities in Film/Video/Digital (DS4). ALP One course. C-L: see Literature 115; also C-L: Film/Video/Digital


126A. English Literature: 1832 to 1900 (DS3 or DS4). ALP Major writers and genres, with special emphasis on the Brontës, Dickens, Hardy, Tennyson, Carlyle, Browning, Arnold, and Ruskin. Instructor: Psomiades. One course.
126B. Victorian Poetry (DS3 or DS4). Tennyson, Browning, Barrett Browning, Arnold, the Rossettis, Swinburne, Morris, and others. Instructor: Psomiades. One course.

127. British Literature: 1900 to 1945 (DS4). ALP Principal writers of fiction, drama, and poetry such as Yeats, Conrad, Shaw, Joyce, Lawrence, Woolf, Eliot, Auden, and others. Instructor: Baucum, Moses, Pope, or Torgovnick. One course.

128. Special Topics in British Literature since 1945 (DS4). ALP Instructor: Staff. One course.

129BS. The Tragedies of Shakespeare (DS2). ALP One course. C-L: see Theater Studies 112S; also C-L: Medieval and Renaissance Studies 1095


131. Studies in a Single British Author (DS1, DS2, DS3, or DS4). ALP Instructor: Staff. One course.

131AS. D. H. Lawrence (DS4). ALP, W Exploration of Lawrence's representative novels, stories, essays, poetry, and letters. With emphasis on the development of themes and techniques and his relationship to the social, political, and intellectual currents of his time. Instructor: Ruderman. One course.

131S. Studies in a Single British Author (DS1, DS2, DS3, or DS4). Seminar version of English 131. Instructor: Staff. One course.

132B. Atmosphere and Belief in Modern English Fiction (DS4). ALP One course. C-L: see Religion 187

132ES. Topics in Nineteenth-Century British Literature (DS3 or DS4). ALP (Taught in the Oxford Summer Program.) Instructor: Staff. Two courses.

133A. British and Irish Drama: 1890-1950 (DS4). ALP One course. C-L: see Theater Studies 113

133B. After the Fall of the Empire: British and Irish Drama 1945 to the Present (DS4). ALP One course. C-L: see Theater Studies 114


137. Nineteenth-Century British Novel (DS3 or DS4). ALP Scott, Austen, Dickens, Thackeray, Trollope, the Brontës, George Eliot, Meredith, Butler, Hardy, and others. Not open to students who have taken English 132A. Instructor: Moses, Psomiades, or Torgovnick. One course.


139AS. Special Topics in British Literature I (DS1). ALP Can be counted as a pre-1500 course for the diversified requirement. Instructor: Staff. One course. C-L: Medieval and Renaissance Studies 139AS

139BS. Special Topics in British Literature II (DS2). ALP Can be counted as a 1500-1660 course for the diversified study requirement. Instructor: Staff. One course.

139CS. Special Topics in British Literature III (DS3). ALP Can be counted as a 1660-1860 course for the diversified study requirement. Instructor: Staff. One course.

139ES. Special Topics in British Literature IV (DS4). ALP Can be counted as a 1860-Present course for the diversified study requirement. Instructor: Staff. One course.

140S. Chaucer (DS1). ALP, CCI, R The first two-thirds of his career, especially *Troilus and Criseyde*. Instructor: Aers, Beckwith, DeNeef, Gopen, or Somerset. One course. C-L: Medieval and Renaissance Studies 140BS

142. Duke-Administered Study Abroad: Advanced Special Topics in English (DS1, DS2, DS3, or DS4). CCI Topics differ by section. Instructor: Staff. One course.

143. Shakespeare before 1600 (DS2). ALP, EI, R Twelve plays before 1600. Examination of these central Western cultural texts with respect to how they prove and have proved aesthetically, ethically, morally formative and transformative, and how they have served (and continue to serve) as keys to the relations between Western and other cultures. Instructor: DeNeef, Gopen, Jones, Porter, or Shannon. One course. C-L: Theater Studies 109, Medieval and Renaissance Studies 182

144. Shakespeare after 1600 (DS2). ALP, EI, R Usually ten plays after 1600. Not open to students who have taken Drama 116. Instructor: DeNeef, Gopen, Jones, Porter, or Shannon. One course. C-L: Theor-  


146. Romantic Fairy Tales: Literary and Folk Fairy Tales from Grimms to Disney (DS3) (DS4). ALP, CCI, CZ One course. C-L: see German 163; also C-L: Literature 151E

147. Modernist Classics (DS4). ALP, CCI One course. C-L: see Literature 155; also C-L: Theater Studies 124

148. Classics of Western Civilization: The German Tradition, 1750-1930 (DS3) (DS4). ALP, CCI, CZ One course. C-L: see German 182; also C-L: History 179A, Political Science 134, Literature 163B

149. Vocation, Professionalism, Ethics: Conflicted Middle-Class Subjectivity in the Novel, 1800-1924. ALP, CZ, EI One course. C-L: see German 185; also C-L: Literature 163F


151. American Literature to 1820 (DS2 or DS3). ALP, CCI Colonial authors such as Bradford, Taylor, Cotton Mather, Edwards, Byrd, and Franklin, and authors of the early Republic such as Tyler, Freneau, and C. B. Brown. Instructors: Cohen, C. Davidson, or Jones. One course.


153. American Literature: 1860 to 1915 (DS4). ALP, CCI, W A study, through a focus on a range of naturalist and realist authors, of the social and political issues of their day through archival and literary research and readings. Authors include Cather, Chesnutt, Chopin, Crane, Dickinson, DuBois, Freeman, Gilman, James, Jewett, Twain, Washington, Wharton. Not open to students who have taken English 52. Instructor: C. Davidson, Jones, Wald, or Wallace. One course.


161. Studies in a Single American Author (DS1, DS2, DS3, or DS4). ALP Instructor: Staff. One course.

162A. American Drama and Film: 1918-1945 (DS4). ALP One course. C-L: see Theater Studies 101

162B. American Drama and Film: 1945-1960 (DS4). ALP One course. C-L: see Theater Studies 102

162C. American Drama and Film Since 1960 (DS4). ALP One course. C-L: see Theater Studies 103


163BS. Studies in American Women Poets (DS4). ALP Covers a range of women poets with emphasis on modern and contemporary writers. Includes such areas as methods of interpretation, shaping of critical reputation, and impact of cultural movements on development of voice and literary approaches. Instructor: Pope. One course.

164A. African American Literature (DS3). ALP, CCI, R Oral and literary traditions from the American colonial period into the nineteenth century, including spiritual as lyric poetry and the slave narrative as autobiography. Not open to students who have taken the former English 167. Instructor: Baker, Holloway, or Wallace. One course. C-L: African and African American Studies 173

164B. African American Literature (DS4). ALP Continuation of English 164A. The late nineteenth century to contemporary writers. Not open to students who have taken the former English 168. Instructor: Baker, Holloway, or Wallace. One course. C-L: African and African American Studies 174


168S. Seminar in African-American Literary Studies (DS3 or DS4). ALP, CCI Topics may change each semester. Instructor: Baker, Holloway, Wallace, or Willis. One course.

169AS. Special Topics in American Literature II (DS2). ALP Can be counted as a 1500-1660 course for the diversified study requirement. Instructor: Staff. One course.

169BS. Special Topics in American Literature III (DS3). ALP Can be counted as a 1660-1860 course for the diversified study requirement. Instructor: Staff. One course.

169CS. Special Topics in American Literature IV (DS4). ALP Can be counted as 1860-Present course for the diversified study requirement. Instructor: Staff. One course.

170. Special Topics in Genre (DS1, DS2, DS3, or DS4). ALP Instructor: Staff. One course.

170S. Poetry and the Healing Arts (DS4). ALP, R Explores the multiple historical and contemporary relationships between the expressive and the healing arts, from representations of the body, to the power of poetry to console, its role in mediating personal and cultural trauma, the neuroscience of emotions, and poetry's growing use
in medical curricula as a tool of diagnosis, empathy and ethics training, and developing coping skills for healers and healed alike. Instructor: Pope. One course.


171BS. Popular Fictions (DS4). ALP One course. C-L: see Literature 151BS

171C. Selected Topics in Feminist Studies (DS4). ALP Instructor: Staff. One course.

171ES. The Human Genome in Popular Culture (DS4). ALP, CZ, EI Structured around the challenges to the collective sense of what it means to be human posed by the genome sciences. Study how popular culture and mass media register and shape the public's response to social and cultural change. Special attention to how language, stories, pictures and visual technologies structure our experiences. Instructor: Wald. One course.


173. Special Topics in Language and Literature (DS1, DS2, DS3, or DS4). ALP Instructor: Staff. One course.

174A. Classical to Neoclassical (DS1 or DS2). ALP, CCI One course. C-L: see Theater Studies 118; also C-L: Literature 151A

174B. Toward and Beyond Realism (DS3 or DS4). ALP, CCI One course. C-L: see Theater Studies 121; also C-L: Literature 151B

176BS. Theater in London: Text (DS2, DS3, or DS4). ALP One course. C-L: see Theater Studies 166S

176CS. Theater in London: Performance (DS4). ALP One course. C-L: see Theater Studies 166S

177. Postcolonial Fiction (DS4). ALP, CCI Comparative study of representative contemporary fiction from Africa, India, the Middle East, Australia, New Zealand, Latin America, and the Caribbean, each within its appropriate cultural, historical, and political context. All readings in English. Instructor: Baucom, Khanna, Moses, Torgovnick, or Wallace. One course.

178. Literature and the Other Arts (DS2, DS3, or DS4). ALP Selected topics in the study of the interrelation of literature and other art forms, such as music and painting. Instructor: Gopen or Khanna. One course.

179AS. Special Topics in a Literary Genre I (DS1). ALP Can be counted as a pre-1500 course for the diversified study requirement. Instructor: Staff. One course.

179BS. Special Topics in Literary Genre II (DS2). ALP Can be counted as a 1500-1660 course for the diversified study requirement. Instructor: Staff. One course.

179CS. Special Topics in Literary Genre III (DS3). ALP Can be counted as a 1660-1860 course for the diversified study requirement. Instructor: Staff. One course.

179ES. Special Topics in Literary Genre IV (DS4). ALP Can be counted as a 1860-Present course for the diversified study requirement. Instructor: Staff. One course.

179FS. Special Topics in Criticism, Theory, or Methodology (DS1, DS2, DS3, or DS4). ALP Instructor: Staff. One course.

180. Introduction to African Studies (DS3 or DS4). ALP, CCI, CZ One course. C-L: see African and African American Studies 107; also C-L: Art History 107, Cultural Anthropology 136, History 115C, Political Science 174
181AS. Making Media (DS4). ALP, STS Book production as one of the most influential technologies in history. The Gutenberg Bible, the rise of vernaculars, the Protestant Reformation, the education of the middle class, publishing as a technology that has affected society artistically, economically, politically, and philosophically. Writing and printing from disk, internet publishing, e-commerce, mega chains, digital imagery. Guest lecturers and group excursions. Frequent short writing assignments. (Taught in New York.) Instructor: Torgovnick. One course. C-L: Institute of the Arts 104S, Information Science and Information Studies 166S, Art History 118BS

181BS. The Arts in New York: A Thematic Approach (DS4). ALP One course. C-L: see Institute of the Arts 101S; also C-L: Art History 118AS

183S. Film and Video Theory and Practice (DS4). ALP, STS One course. C-L: see Film/ Video/ Digital 100S; also C-L: Theater Studies 173S, Information Science and Information Studies

185. Studies in Film History (DS4). ALP Close examination of a particular issue, period, national cinema, or technological development. Instructor: Clum, Gaines, or Jameson. One course. C-L: Theater Studies 172, Literature 116, Film/ Video/ Digital

187. Variety in Language: English in the United States. CCL, SS One course. C-L: see Linguistics 187; also C-L: Cultural Anthropology 187

188. Plays Into Film (DS4). ALP One course. C-L: see Theater Studies 175; also C-L: Literature 131A, Russian 153

189S. Special Topics in Film (DS4). ALP A major genre, period, or director. Not open to students who have taken the former Drama 197S. Prerequisite: Drama 173 or English 101A. Instructor: Clum, Gaines, or Moses. One course. C-L: Theater Studies 178S, Film/ Video/ Digital

191. Independent Study. Independent projects in creative writing under the supervision of a faculty member. Open to juniors and seniors. Consent of both the instructor and the director of undergraduate studies required. Instructor: Staff. One course.

192. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open to juniors and seniors. Consent of both the instructor and the director of undergraduate studies required. Instructor: Staff. One course.

195T. Tutorial (DS1, DS2, DS3, or DS4). Tutorials under the supervision of a faculty member for two or more students working on related independent projects. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

197AS. Distinction Program Sequence. ALP, R, W Open to those whose thesis will be a critical paper or piece of other research (for example, in linguistics). Consent of instructor required. Instructor: Staff. One course.

197BS. Distinction Program Sequence. ALP, R, W Open to those whose thesis will be in the field of creative writing. Consent of instructor required. Instructor: Staff. One course.

198AS. Distinction Program Sequence. ALP Continuation of English 197A,S. Open to those whose thesis will be a critical paper or piece of other research (for example, in linguistics). Consent of instructor required. Instructor: Staff. One course.

198BS. Distinction Program Sequence. ALP Continuation of English 197B,S. Open to those whose thesis will be in the field of creative writing. Consent of instructor required. Instructor: Staff. One course.

For Juniors, Seniors, and Graduates

202S. Narrative Writing. ALP, W The writing of short stories, memoirs, tales, and other narrations. Readings from ancient and modern narrative. Close discussion of frequent
submissions by class members. Consent of instructor required. Instructor: Porter or Price. One course.

204S. Psycholinguistics. (QID) CCI, SS One course. C-L: see Psychology 220S

205. Semiotics and Linguistics (DS4). (QID) ALP, CCI, R, SS One course. C-L: see Russian 205; also C-L: Linguistics 205

206. Semiotics of Culture (DS4). ALP, CCI, CZ, R One course. C-L: see Russian 202; also C-L: Cultural Anthropology 202

207A. Introduction to Old English (DS1). ALP. An introduction to the language of the Anglo-Saxon period (700-1100), with readings in representative prose and poetry. Not open to students who have taken 113A or the equivalent. Instructor: Staff. One course. C-L: Linguistics

212S. Middle English Literature: 1100 to 1500 (DS1). ALP, CCI, R Selected topics. Instructor: Aers, Beckwith, or Somerset. One course. C-L: Medieval and Renaissance Studies 209S

213S. Chaucer and His Contexts (DS1). ALP, CCI, R The first two-thirds of his career, especially *Troilus and Criseyde*. Instructor: Aers or Beckwith. One course. C-L: Medieval and Renaissance Studies 213S

215S. Linguistics and Law (DS4). SS One course. C-L: see Linguistics 213S; also C-L: Cultural Anthropology 213S


221S. Renaissance Prose and Poetry: 1500 to 1660 (DS2). ALP, R Selected topics. Instructor: DeNeef, Quilligan, or Shannon. One course. C-L: Medieval and Renaissance Studies 221BS


245. Victorian Literature: 1830 to 1900 (DS3 or DS4). ALP Selected topics. Instructor: Psomiades. One course.

245S. Victorian Literature: 1830 to 1900 (DS3 or DS4). ALP Seminar version of English 245. Instructor: Staff. One course.

250S. Music in Literature and Philosophy: 1800-1945 (DS3 or DS4). ALP, CCI, R One course. C-L: see German 250S


262. American Literature to 1820 (DS3). ALP Selected topics. Instructor: Cohen, Davidson, Jones, or Wald. One course.

263. American Literature 1820 to 1865 (DS3). ALP Selected topics. Instructor: Davidson, or Jones. One course.


269. American Women Writers (DS3 or DS4). ALP Selected topics. Instructor: C. Davidson or Pope. One course. C-L: Women's Studies

271A S. Special Topics Seminar I (DS1). ALP Seminar version of 288. Subjects, area, or themes that cut across historical eras, several national literatures, or genres. Can be counted as a pre-1500 course for the diversified study requirement. Instructor: Staff. One course.
271BS. Special Topics Seminar II (DS2). ALP Seminar version of 288. Subjects, areas or themes that cut across historical eras, several national literatures, or genres. Can be counted as a 1500-1660 course for the diversified study requirement. Instructor: Staff. One course.

271C. Selected Topics in Feminist Studies (DS3 or DS4). ALP Instructor: Staff. One course.

271CS. Special Topics Seminar III (DS3). ALP Seminar version of 288. Subjects, areas or themes that cut across historical eras, several national literatures, or genres. Can be counted as a 1660-1860 course for the diversified study requirement. Instructor: Staff. One course.

271ES. Special Topics Seminar IV (DS4). ALP Seminar version of 288. Subjects, areas or themes that cut across historical eras, several national literatures, or genres. Can be counted as a 1860-Present course for the diversified study requirement. Instructor: Staff. One course.

271FS. Special Topics Seminar in Criticism, Theory, or Methodology (DS1, DS2, DS3, or DS4). ALP Seminar version of 288. Instructor: Staff. One course.

272S. Remembrance and Reconciliation: Geographies of Memory (DS3 or DS4). ALP, CCI, EI Exploration, drawing on a variety of texts, of the complex dynamics of remembering and forgetting as they bear on difficult pasts and the possibility for reconciliation. Particular attention given to racial reconciliation in South Africa and the United States. Consent of instructor required. Also taught as Christian Theology 270 and Distinguished Professor Course 202S. Instructors: Holloway and Jones. One course.


280. Twentieth-Century Reconceptions of Knowledge and Science (DS4). ALP, STS One course. C-L: see Literature 260; also C-L: Information Science and Information Studies


288A. Special Topics I (DS1). ALP Subjects, areas, or themes that cut across historical eras, several national literatures, or genres. Can be counted as a pre-1500 course for the diversified study requirement. Instructor: Staff. One course. C-L: Literature 298

288B. Special Topics II (DS2). ALP Subjects, areas or themes that cut across historical eras, several national literatures, or genres. Can be counted as a 1500-1660 course for the diversified study requirement. Instructor: Staff. One course.

288C. Special Topics III (DS3). ALP Subjects, areas or themes that cut across historical eras, several national literatures, or genres. Can be counted as a 1660-1860 course for the diversified study requirement. Instructor: Staff. One course.

288E. Special Topics IV (DS4). ALP Subjects, areas or themes that cut across historical eras, several national literatures, or genres. Can be counted as a 1860-Present course for the diversified study requirement. Instructor: Staff. One course.

288F. Special Topics in Criticism (DS3 or DS4). ALP Instructor: Staff. One course.

289. The Theory of the Novel (DS3 or DS4). ALP Major issues in the history and theory of the novel. Instructor: Moses or Torgovnick. One course.

299S. Special Topics in Linguistics. (QID) CCI, SS Instructor: Staff. One course.
THE MAJOR

The English major is designed to convey to students a broad knowledge of English, American, and Anglophone literature, a sophisticated habit of critically engaging literary and cultural texts, a shared understanding of major problems, trends, and methods of literary and cultural analysis, and the ability to pose questions and organize knowledge in productive and original ways. While offering students clear direction on how to profit most from their study within the English department, the major also seeks to encourage students to assume an enduring habit of questioning and intellectual self-articulation. Each of the four areas of requirement for completion of the major thus invites students, in consultation with their advisor, to devise a coherent, challenging, and intellectually distinctive plan of study.

For students matriculating in the fall 2003 semester and thereafter, the requirements for the major are as follows:

Gateway Course. Students must select one of the following two courses:
A. English 90A. Readings in Genre
B. English 90B. Reading Historically
C. English 90BS. Reading Historically Seminar

Each student must take at least nine additional courses at the 100 level or above. Seven of these courses must satisfy the following requirements:

A.) Diversified Study

Students must select at least one course in each of the following areas. Courses must be chosen from more than one national literature. Courses that appear in more than one area of study may only count for one designated area.

1. Literary and Cultural Study pre-1500

2. Literary and Cultural Study 1500-1660
3. Literary and Cultural Study 1660-1860

4. Literary and Cultural Study 1860 to the present

B.) Criticism, Theory, Methodology
   Students must select one course on criticism, theory, or methodology. The following courses satisfy this requirement: English 101A (Introduction to Film); English 101B (Introduction to Cultural Studies): English 111 (Introduction to Linguistics): English 172 (Literary Theory).

C.) The English Focus
   Courses taken to satisfy the Focus requirement do not count toward the diversified study or criticism, theory, or methodology requirements.
   All students must complete at least two courses from a cluster of thematically/critically linked classes. The English Focus requirement can be met in one of two ways:
   1. Faculty-designed Clusters: a thematically grouped set of courses offered by faculty. Students must take at least two of the linked courses. The department will publish a list of forthcoming faculty-designed English Focus clusters prior to the registration period for each Fall and Spring academic semester.
   2. Student-designed Clusters: at least two courses from the department's regular offerings linked by a common rubric. Students may suggest their own design for a cluster in a written proposal to be reviewed by their advisor and the director of undergraduate studies. The proposal must be submitted and approved prior to the completion of the proposed cluster. In all cases the proposal must be approved no later than the end of the student's penultimate semester of coursework.

Recommendations: Students planning to enter graduate study in an English department should take additional courses from the early as well as later and modern periods. If eligible, they should also apply for the Distinction Program. Aspiring graduate students should consult their advisor.

THE MINOR
   Requirements. Five courses at or above the 100-level; or English 90AS, 90BS, or 90B four of which must be at or above the 100-level. One of the 100-level courses must be a designated seminar. Only one of the five courses may be taken at an institution other than Duke. Advanced Placement credits and pass/fail courses may not be used.

Foreign Languages
   The department recommends that students majoring in English complete at least two years of college-level study, or the equivalent, of a foreign language. Students contemplating graduate work in English should note that many master's programs require examination in one foreign language and that doctoral programs commonly require examination in two. Students interested in linguistics are strongly urged to study at least one non-Indo-European language.
Teacher Certification

Each year a number of Duke English majors earn certificates as secondary school teachers. While licensed by the state of North Carolina, these majors are essentially certified for other states as well. Also, such training is urged for those who consider teaching in independent schools, since most private or parochial schools would prefer candidates who have earned teaching certificates.

Such certification may be gained as part of the English major and is not as time-consuming as is sometimes believed. Candidates should have a solid background in both American and British literature; also helpful are courses in composition and cultural studies. Among the requirements are one course in linguistics (English 111, 112, 115, 119, 205, 208, or 209), an appropriate course in psychology, and several courses in education.

The last semester of the senior year is devoted to the student-teaching block, including two special, accelerated courses and ten weeks of full-time teaching and observation in the schools, working with a mentor-teacher and with Duke faculty. This experience leads to an English-teaching certificate to accompany the bachelor's degree.

Anyone considering secondary school English teaching should confer with the director of secondary school teacher preparation in the Program in Education as soon as possible.

Departmental Graduation with Distinction

The Graduation with Distinction program is designed for the department's most serious students, whose coursework and achievements have prepared them for a sustained and significant writing project. The program consists of two seminars—English 197S and 198S—taken in the fall and spring semesters of the senior year. Please note: These seminars may not be counted among the courses required for completion of the major.

The fall seminar provides a weekly forum for discussion of thesis topics, research and organization, and good writing. By the end of the term, students are expected to have the thesis well underway; permission to proceed to English 198S will depend on the student's progress during the fall semester. In the spring, students will work independently, for the most part, to complete the thesis; there will be some seminar meetings, as well as regular conferences with the program director and individual faculty advisors.

The distinction thesis is expected to be an especially well-informed and well-written piece of literary criticism or other research (e.g. linguistics). The creative writing option involves similar expectations: that is, not only good writing but a mature and well-read grasp of the field. The critical or research thesis is generally at least seventy-five pages. In creative writing, approximate guidelines are a full-length play, seventy pages of prose fiction, or thirty pages of poetry.

The thesis must be submitted to the program director in early April of the senior year. The program director and two other faculty members will evaluate the theses and award distinction, high distinction, highest distinction, or none of these if the work is unsatisfactory. Levels of distinction are based on the quality of the completed work. Theses awarded distinction will be bound and deposited in Perkins Library.

*Students interested in the distinction program must apply to the department's honors committee by February 15 of the junior year. Application materials are available from and should be returned to 305 Allen Building. Applicants must have completed—by the beginning of the senior year— at least five 100-level courses in English and must have a minimum 3.5 average in their English courses. In addition, they must submit a writing sample and two recommendations from members of the faculty. Applicants will be interviewed by the program director.
Environmental Sciences and Policy Program (ENVIRON)

Associate Professor Klein, Director of Undergraduate Programs

Two majors are offered within the program, leading to either the Bachelor of Arts degree or the Bachelor of Science degree within Trinity College of Arts and Sciences.

The majors are housed within and administered by the Nicholas School of the Environment and Earth Sciences. Courses for the majors are taught by more than sixty Duke professors in twenty cooperating departments and schools. The degrees are administered by undergraduate directors and advisory committees representing the various areas and cooperating departments. For additional information, consult the program website, at www.nicholas.duke.edu/programs/undergrad.

Environmental Sciences and Policy (A.B. Degree)

The undergraduate major in environmental sciences and policy is offered within the Bachelor of Arts degree to students interested in the interdisciplinary study of environmental issues. The major permits students to combine studies in the natural sciences and engineering with courses in social sciences and humanities around general focus areas and themes. This major is specifically designed for students with career objectives such as environmental law, policy, science, management, or planning that require in-depth understanding of environmental issues that cross disciplinary boundaries. The prerequisites for the A.B. degree stress a firm foundation in basic natural and social science areas. An introductory core course focuses on local, regional, and global case studies taught by interdisciplinary teams of faculty. Upper-level courses are selected in consultation with advisors to match a specific environmental theme or career objective. The upper-level curriculum includes a course in probability and statistics, a policy course, and an independent study, internship, or field experience. At least two courses in the upper-level curriculum must be selected from approved lists in each of the social sciences/humanities and sciences/engineering areas.

Advising. Advisors are assigned based on students' general areas of interest. Students present a proposed plan of study to their advisors that explains the rationale for their chosen area of concentration and emphasizes the connections among their courses. The program encourages close relationships between faculty and students with convergent interests.

Independent Study, Internship, or Field Experience. Students pursuing the A.B. degree complete either an independent study, internship, or a field experience related to their proposed course of study. The director's office, in collaboration with Duke's Career Development and Counseling Office, maintains a file of available internships. Field experiences may include a semester or summer session at the Duke University Marine Laboratory, participation in field-oriented study abroad programs, or studies at over thirty approved field laboratories.

Environmental Sciences (B.S. Degree)

The undergraduate major in environmental sciences is offered within the Bachelor of Science degree to students interested in a scientific perspective on environmental issues. The major is designed to encourage breadth in the physical and life sciences and depth in a chosen area of scientific concentration. This major is designed for students with career objectives in environmental sciences, industry or management that require a strong scientific background, or for students intending to pursue graduate degrees in environmental sciences. The prerequisites for the B.S. degree stress a firm foundation in the physical and life sciences and mathematics. The major requirements include five core courses selected from six course options that focus on the solid earth, the hydrosphere, the atmosphere, the biosphere, chemical cycling, and the interface between humans and the environment. The major also includes a course in probability and statistics. The Focused Study consists of three upper-level natural science,
engineering or mathematics courses proposed by the student in consultation with their advisor to form a concentration area.

ENVIRONMENTAL SCIENCES AND POLICY COURSES (ENVIRON)

25. Introduction to Environmental Sciences and Policy. (QID) NS, STS An introduction to the study of environmental sciences and policy through exploration of basic environmental principles in the life, physical, and social sciences. Emphasis on understanding how the atmosphere, hydrosphere, lithosphere, cryosphere, and biosphere function, and how these spheres interact with human consumption, production, and technological patterns and processes. Field trips to a local site as well as the Duke University Marine Laboratory. Instructors: Miranda and staff. One course.

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.

50. Duke-Administered Study Abroad: Special Topics in Environmental Sciences and Policy. Topics differ by section. Instructor: Staff. One course.

100. Duke-Administered Study Abroad: Advanced Special Topics in Environmental Sciences and Policy. Topics differ by section. Instructor: Staff. One course.

101. Integrating Environmental Sciences and Policy. NS, SS, STS, W Interaction between the natural and the social systems as they relate to the environment. Focus on ecological and earth system cycles, processes, and fundamental relationships. The environmental impact of human-induced change at the local, regional, and global levels. The role of technology and the policy process in determining how environmental problems evolve and are addressed. Use of ethical analysis to evaluate environmental tradeoffs. Use of case studies to integrate multiple disciplinary perspectives on environmental problems and to address issues of environmental justice. Not open to first year students. Prerequisite: Environment 25 or consent of instructor. Instructor: Miranda. One course.

121. Climate Change: A Global Perspective. NS, R Introduction to the scientific basis for prediction of global environmental change with emphasis on change in surface temperature, sea level, precipitation, and tropical cyclone activity. As an analytical exercise, students input temperature data sets from the Bermuda weather service and do basic analysis of Bermuda temperature anomalies over time. (Given at Bermuda.) Prerequisite: one year of chemistry. Instructor: Staff (Bermuda). One course. C-L: Marine Sciences

122S. Climate-Related Hazards and Humanity. (QID) NS The roles of science, politics, and business in quantifying and managing risks associated with climate-related hazards such as hurricanes. (Given at Bermuda.) Instructor: Staff (Bermuda). Half course. C-L: Marine Sciences

125. Remote Sensing and Long-term Environmental Monitoring. (QID) NS, R Introduction to the theory and practice of environmental monitoring. Ocean biogeochemical cycles, tropical ecosystems, monitoring, and air and water pollution impact assessment and monitoring. Individual project required, the output of which is a grant proposal to do future monitoring work on a specific topic; project includes a review and reporting of the relevant literature, analysis of existing data sets on the topic, and the experimental plan for the project. (Given at Bermuda.) Instructor: Nelson. One course. C-L: Marine Sciences

126S. Field Methods in Earth and Environmental Sciences. (QID) NS, R, W One course. C-L: Earth and Ocean Sciences 126S

128. Conservation and Management of Protected Areas in South Africa. CCI, SS Management of wildlife and natural resources within the ecological, political, social, historical, and economic context of South Africa. (Taught in South Africa.) Instructor: McClearn. One course.
129. Environmental Science and Policy of the Tropics. EI, NS, SS, STS Investigates major environmental issues facing tropical nations using concepts from the natural and physical sciences, the social sciences, and resource management. Topics include: climatic and biogeographical patterns, trends in human population size and demography, historical and contemporary issues in resource use and conservation, and sociological and ethical concerns regarding the source and distribution of economic wealth. (Given in Costa Rica.) Prerequisite: introductory biology. Instructor: Shelly. One course.

132S. Current Topics in Oceanography and Marine Biology. (QID) NS Topics including the Iron Hypothesis, toxic algal blooms, and UV light considered through readings in the primary literature and student presentations. Emphasis on critical analysis of methodology, data analysis, and conclusions in primary peer-reviewed literature. (Given at Bermuda.) Prerequisite: introductory biology. Instructor: Staff (Bermuda). Half course. C-L: Marine Sciences

133S. Molecular Approaches to Questions of Physiology, Ecology, and Evolution in the Marine Environment. NS Half course. C-L: see Biology 133S; also C-L: Marine Sciences

134S. Hands on Habitats: Life in Coastal Communities. NS, STS Natural history and community ecology of coastal habitats. Focus on natural communities and artisan/ commercial fishing practices in the coastal ocean, barrier islands, sounds and estuaries. Critical habitats; nursery areas, nesting beaches and rookeries. Commercially important, keystone as well as introduced and endangered vertebrate and invertebrate species. Concurrent enrollment in Humans and the Coast. Instructor: Rittschof. One course. C-L: Marine Sciences

140. A Scientist's Perspective on Environmental Principles, Policy, and Legislation. (QID) NS, SS, STS Bermuda's ecological, economic, sociopolitical systems, and environmental legislation as both a case study and as a comparative microcosm. Topics include: ecosystem conservation, natural resource management, pollution and waste management, and energy conservation and management. (Given at Bermuda.) Instructor: Bates (Bermuda). One course. C-L: Marine Sciences

141S. Humans and Development of North Carolina Coasts. SS, STS Human behaviors, laws and policies that affect development related to coasts and coastal oceans. Leisure tourism development of barrier islands and sounds. Special interests, social groups, political groups and cross cultural conflicts and their resolution. Concurrent enrollment with Hands on Habitats. Instructor: Orbach. One course. C-L: Marine Sciences

149. United States Environmental Policy. EI, SS, STS, W One course. C-L: see Public Policy Studies 149; also C-L: Health Policy

160. Environmental Chemistry and Toxicology. (QID) NS, STS An overview of the fate and effects of chemicals in the environment. Topics include chemical characterization of pollutants, chemistry of natural waters, soil sediment chemistry, atmospheric chemistry, transfers between and transformations within environmental compartments, toxicokinetics, cellular metabolism, biological levels of organization, and approaches for assessing chemical hazards. Incorporates case studies focused on human health and ecosystem protection. Prerequisite: Biology 25L; Chemistry 21L and 22L; Chemistry 151L; Mathematics 31. Instructor: Freedman. One course.

181. Special Topics in Environmental Sciences and Policy. Content to be determined each semester. Consent of instructor required. Instructor: Staff. One course.

182. Special Topics in Environmental Sciences and Policy. Content to be determined each semester. Consent of instructor required. Instructor: Staff. One course.

185. Senior Capstone Course. NS, R, SS, STS Interdisciplinary and in-depth study of contemporary environmental issues. Content to be determined each semester. Consent
of Instructor required. Instructor: Staff. One course.
191. Research Independent Study. R Individual research in a field of special interest, under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open to qualified juniors and seniors with consent of instructor and director of undergraduate studies. Instructor: Staff. One course.
192. Independent Study. Individual readings course or other non-research-based independent course under the supervision of a faculty member. Open to qualified juniors and seniors with consent of instructor and director of undergraduate studies. Instructor: Staff. One course.
192A. Independent Study. See Environment 192. Open to qualified juniors and seniors with consent of instructor and director of undergraduate studies. Instructor: Staff. Half course.

COURSES CURRENTLY UNSCHEDULED
105. Global Environmental Geography. (QID) NS, STS
134L. Biological Cycles in the Ocean. NS

THE MAJOR
The Bachelor of Arts degree in Environmental Sciences and Policy and the Bachelor of Science degree in Environmental Sciences are offered within the Environmental Sciences and Policy Program of the Nicholas School of the Environment and Earth Sciences.

For the A.B. Degree
Corequisites. The following courses or their equivalents (for example, Advanced Placement credit) are required. Approval to substitute courses taken at other universities must be obtained from the director of undergraduate studies in the department offering the course. Some of these courses are prerequisite to some upper-level courses in this major.

- Biology 25L. Principles of Biology
- Biology 26AL or 26BL. Diversity of Life, or 140. Plant Diversity, or 176. Marine Invertebrate Zoology
- Chemistry 21L and 22L. Advanced General Chemistry
- Economics 55D. Intermediate Economics I
- Earth and Ocean Sciences 11. The Dynamic Earth, or Earth and Ocean Sciences 12. The Dynamic Oceans (C-L: Biology 53)
- Environment 25. Introduction to Environmental Sciences and Policy
- Mathematics 31 and 32. Introductory Calculus I and II

Major Requirements.
1. Intermediate Core Course: Environment 101
2. Environmental Policy. One course from an approved list of environmental policy courses. Approved courses include:
   - Public Policy Studies 107/Political Science 107. Comparative Environmental Policies
   - Environment 149/Public Policy Studies 149. United States Environmental Policy
   - Public Policy 147/Political Science 147. Environmental Politics and Policies in the Developing World
   - Political Science 148/Public Policy Studies 143. Environmental Policies Beyond Borders
   - Public Policy Studies 197/Environment 276. Marine Policy
   - Environment 273. Marine Fisheries Policy
3. Probability and Statistics. One course from an approved list dealing with statistical inference and probability theory. Approved courses include:
Economics 139. Introduction to Econometrics
Environment 251. Statistics and Data Analysis in Biological Science
Environment 252L. Statistics and Data Analysis in Earth and Ocean Science
Political Science 138. Quantitative Political Analysis
Psychology 117/Sociology 133. Statistical Methods
Statistics 101. Data analysis and Statistical Inference
Statistics 102. Introductory Biostatistics
Statistics 103. Probability and Statistical Inference
Statistics 112. Introduction to Applied Statistics

4. **Focused Study.** Five upper-level courses proposed by students in consultation with their advisors to fit a particular theme or career objective. At least two of these courses must be selected from approved lists in each of the social sciences/humanities and sciences/engineering areas. These lists are available from the director of undergraduate studies of the program. One course must be either an upper-level seminar, a senior capstone course, or a 200-level course.

5. **Independent Study/Internship/Field Experience.** Students complete an approved independent study, internship, or field experience which may or may not include course credit toward upper-level requirements. A letter must be submitted to the director of undergraduate studies from the faculty member, advisor, or supervisor verifying completion of the requirement.

**Graduation with Distinction.** The Environmental Sciences and Policy and Environmental Sciences both offer a Graduation with Distinction option. Interested students with a 3.0 grade point average overall and 3.2 grade point average in the Environmental Sciences/Policy major should apply by the beginning of their senior year. The application should include a written request to the director of undergraduate studies describing the proposed research project, and identifying a faculty evaluation committee, consisting of a primary faculty advisor who has agreed to supervise the research, and two additional faculty members. Participants write a >25 page paper describing their completed research, which is evaluated by the faculty committee. For additional information or application forms, contact the director of undergraduate programs.

**For the B.S. Degree**

**Corequisites:** The following courses or their equivalents (for example, Advanced Placement credit) are required. Approval to substitute course taken at other universities must be obtained from the director of undergraduate studies in the department offering the course. Some of these courses are prerequisites to some upper-level courses in this major.

- Biology 25L. Principles of Biology
- Chemistry 21L and 22L. Advanced General Chemistry
- Physics 41L and 42L; or Physics 51L and 52L; or Physics 53L and 54L (Chemistry 151L may be substituted for the second semester of Physics)
- Mathematics 31 and 32. Introductory Calculus I and II
- Earth and Ocean Sciences 11. The Dynamic Earth, or Earth and Ocean Sciences 12. The Dynamic Oceans (C-L: Biology 53)

**Major Requirements**

1. Five Core Courses selected from the following six courses or course lists:
   - A. Atmosphere and Oceans (Earth and Ocean Sciences 160)
   - B. Environmental Chemistry and Toxicology (Environment 160)
   - C. History of the Earth (Earth and Ocean Sciences 172)
   - D. Hydrology (Earth and Ocean Sciences 123)
   - E. One course from an approved list of ecology courses. Approved course list includes:
Biology 110. Ecology
Biology 129. Marine Ecology
Biology 114L. Biological Oceanography
Biology 123. Analysis of Ocean Ecosystems
Biology 128L. Estuarine Ecology

F. One course from an approved list of courses that focus on the interface between humans and the environment. Approved course list includes:
- Environment 101. Introduction to Environmental Sciences and Policy
- Environment 105. Global Environmental Geography
- Environment 129. Environmental Science and Policy of the Tropics (Costa Rica)
- Environment 122. Climate-related Hazards and Humanity (Bermuda)
- Environment 149/ Public Policy Studies 149. United States Environmental Policy
- Environment 140. Scientist's Perspective on Environmental Principles, Policy, Legislation (Bermuda)
- Biology 109/ Environment 209. Conservation Biology and Policy (Beaufort)
- Environment 185. Senior Capstone Course
- Economics 163. Economics of the Environment.
- Philosophy 115. Environmental Ethics

2. Probability and Statistics (Statistics 101, 102, 103, or equivalent)
3. Focused Study. Three upper-level natural science, engineering or mathematics courses proposed by students in consultation with their advisor to form a concentration area. Student will submit to their advisor, usually at the beginning of their junior year, a written rationale for the courses selected.

Graduation with Distinction. The Environmental Sciences and Policy and Environmental Sciences both offer a Graduation with Distinction option. Interested students with a 3.0 grade point average overall and 3.2 grade point average in the Environmental Sciences/Policy major should apply by the beginning of their senior year. The application should include a written request to the director of undergraduate studies describing the proposed research project, and identifying a faculty evaluation committee, consisting of a primary faculty advisor who has agreed to supervise the research, and two additional faculty members. Participants write a >25 page paper describing their completed research, which is evaluated by the faculty committee. For additional information or application forms, contact the director of undergraduate programs.

Note: Students may not use more than six professional school course credits toward the Bachelor of Arts or Bachelor of Science degree. This six-course restriction applies to all courses offered through the Business School, the Divinity School, the Law School, the Medical School, the Pratt School of Engineering, and any Environment courses at or above the 200-level in the Nicholas School of the Environment and Earth Sciences.

Nicholas School of the Environment and Earth Sciences (ENVIRON)

The professional school courses listed below are described fully in the Bulletin of Duke University: Nicholas School of the Environment and Earth Sciences. They are open to undergraduates by consent of the instructor.

Students who are preparing for professional careers in natural resources and the environment should refer to the section on undergraduate-professional combination programs and the Environmental Sciences and Policy Program section immediately preceding this section in this bulletin.

200. Integrated Case Studies. A group of two to four students may plan and conduct integrated research projects on a special topic, not normally covered by courses or seminars. A request to establish such a project should be addressed to the case studies director with an outline of the objectives and methods of study and a plan for
presentation of the results to the school. Each participant's adviser will designate the units to be earned (up to six units) and evaluate and grade the work. Instructor: Staff.

201. Forest Resources Field Skills. Introduction to field techniques commonly used to quantify and sample forest resources: trees, soils, water, and animal resources. Dendrology, vegetation sampling, soil mapping, river flow estimation, field water quality sampling, surveying, and use of compass. Instructor: Richter.

203. Conservation Biology: Theory and Practice. An overview of biological diversity, its patterns, and the current extinction crisis. Historical and theoretical foundations of conservation, from human values and law to criteria and frameworks for setting conservation priorities; island biogeography theory, landscape ecology, and socioeconomic considerations in reserve design; management of endangered species in the wild and in captivity; managing protected areas for long term viability of populations; the role of the landscape matrix around protected areas; and techniques for conserving biological diversity in semiwild productive ecosystems like forests. Three field trips. Prerequisite: one ecology course or consent of instructor. Instructor: Pimm.

205L. Ecological Management of Forest Systems (Silviculture). The aim of the course is to equip future resource managers and environmental consultants with knowledge allowing them to propose lower impact practices to individuals and organizations who need to balance wood production with maintenance of environmental quality. Underlying principles of growth, from seed to mature trees, and stand dynamics are explored. Various alternative methods of manipulating growth, stand structure and development; ranging from little to large perturbations of forest systems, are presented and assessed in terms of their effect on resource quality. Includes laboratory. Instructor: Oren.

206. Forest Vegetation Sampling. Theory and application of forest vegetation sampling. Direct and indirect estimation methods that range from timber cruising and inventory to sampling for species composition. Laboratory applications in Duke Forest to include over- and understory vegetation. Instructor: Staff.

207. Forest Pest Management. Fundamentals of entomology and plant pathology as appropriate to understanding the impacts of insects and diseases on forest productivity and their assessment for integration into forest management. Regional case examples and complexes are evaluated in terms of pest-population, forest-stand dynamics; economic and societal constraints; treatment strategies; monitoring systems; and benefit-cost analysis. This approach seeks to develop predictive capabilities in long-range pest management and decision making. Instructor: Doggett.

207L. Forest Pest Management. Same as 207 with laboratory which is largely field oriented to focus on diagnostics and impact analysis. Instructor: Doggett.

210. Applied Data Analysis for Environmental Sciences. (M, QID) QS Graphical and exploratory data analysis; modeling, estimation, and hypothesis testing; analysis of variance; random effect models; nested models; regression and scatterplot smoothing; resampling and randomization methods. Concepts and tools involved in data analysis. Special emphasis on examples drawn from the biological and environmental sciences. Students to be involved in applied work through statistical computing using software, often S-plus, which will highlight the usefulness of exploratory methods of data analysis. Other software, such as SAS, may be introduced. Instructor: Staff. C-L: Statistics and Decision Sciences 240

212. Environmental Toxicology. Study of environmental contaminants from a broad perspective encompassing biochemical, ecological, and toxicological principles and methodologies. Discussion of sources, environmental transport and transformation phenomena, accumulation in biota and ecosystems. Impacts at various levels of organization, particularly biochemical and physiological effects. Prerequisites: organic chemistry and vertebrate physiology or consent of instructor. Instructor: Di Giulio.
213. Forest Ecosystems. Emphasis on the processes by which forests circulate, transform, and accumulate energy and materials through interactions of biologic organisms and the forest environment. Ecosystem productivity and cycling of carbon, water, and nutrients provide the basis for lecture and laboratory. Instructor: Richter.


215. Environmental Plant Physiology. Examination of tolerance, limiting factors, nutrition, and other ecological physiology concepts used in evaluating plant responses to multiple environmental stresses. Discussion of procedures for and examples of monitoring physiological responses to environmental perturbations and resource manipulation. Instructor: Oren.


218L. Barrier Island Ecology. (QID) NS, R An integration of barrier island plant and animal ecology within the context of geomorphological change and human disturbance. Experimental evidence supporting the theory of barrier island formation and migration; plant and animal adaptations and their evolution, succession ecology, and conservation and restoration ecology. Strong emphasis on labs on independent use of quantitative field observation and research techniques. (Given at Beaufort.) Prerequisite: Biology 25L or equivalent; suggested: course in botany or ecology. Instructors: Evans, Peterson, and Wells (visiting summer faculty). C-L: Biology 218L, Marine Sciences

221L. Soil Resources. Emphasis on soil resources as central components of terrestrial ecosystems, as rooting environments for plants, and as porous media for water. Soil physics and chemistry provide the basis for the special problems examined through the course. Laboratory emphasizes field and lab skills, interpretive and analytical. Instructor: Richter.

224L. Coastal Ecosystem Processes. (QID) NS Physical, chemical, and biological processes in the coastal zone of the Carolinas. A unifying theme will be the coupling of watersheds, river basins, estuaries, and the coastal ocean through the movement of ground and surface waters. Topics include hydrology, nutrient cycles, sediment-water column interactions, primary and secondary production, and food web dynamics. Sustaining coastal ecosystems in the face of land use change. (Given at Beaufort.) Instructors: Ramus and staff. C-L: Biology 219L, Marine Sciences

225L. Coastal Ecotoxicology and Pollution. Principles of transport, fates, food-web dynamics and biological effects of pollutants in the marine environment. Laboratory to stress standard techniques for assessing pollutant levels and effects. (Given at Beaufort.) Prerequisites: introductory chemistry and biology. Instructor: Staff. C-L: Marine Sciences

231L. Ecological Models and Data. (QID) NS C-L: see Biology 268L; also C-L: Information Science and Information Studies

233. Soil Chemistry and Contamination. (QID) NS Composition, structure, and chemistry of inorganic and organic soil components. Includes study of sorption/
desorption, mineral weathering, oxidation-reduction reactions, and kinetics of soil chemical processes as related to contamination evaluation and remediation. Standard and innovative techniques for soil and groundwater cleanup will be discussed. Prerequisite: Environment 221 or 240 or 242 or consent of instructor. Instructor: Staff.


237L. Field Botany of North Carolina's Wetlands. NS A survey of the flora of North Carolina's wetland habitats with emphasis on plant identification in the field. Field trips to mountain, piedmont, and coastal wetlands. Examination of all groups of plants including bryophytes, ferns, and seed plants. Wetland habitats include swamps, bogs, pocosins, and brackish sites. Information on the floristics of the southeastern United States botanical nomenclature, systematic relationships of wetland plants, and an overview of wetland vegetation. Prerequisite: one course in plant diversity or systematics, or consent of instructor. Instructors: Shaw and Wilbur. C-L: Biology 242L

239. Human Health and Ecological Risk Assessment. Topics central to both health and ecological risk assessment are explored. Basic concepts of hazard identification, dose-response relationships, exposure assessment, and risk characterization and communication are discussed in the context of both human health and environmental assessment. The basis and rationale for using specific, as well as extrapolated, scientific information and expert judgment, and the strengths and weaknesses of alternative approaches, are evaluated. Applications emphasizing real cases are used to illustrate the interdisciplinary process and products of risk assessment, as well as the regulatory use of the information. Group projects emphasized. Instructors: Mihaich and McMasters.

240. Chemical Fate of Organic Compounds. Equilibrium, kinetic, and analytical approaches applied to quantitative description of processes affecting the distribution and fate of anthropogenic and natural organic compounds in surface and groundwater, including chemical transfers between air, water, soils/ sediments, and biota; and thermochemical and photochemical transformations. The relationships between organic compound structure and environmental behavior will be emphasized. Sampling, detection, identification, and quantification of organic compounds in the environment. Prerequisites: university-level general chemistry and organic chemistry within last four years. Instructor: Staff. C-L: Civil Engineering 240

241. Statistical Analysis of Ecological Data. (M, QID) NS, QS One course. C-L: see Biology 266; also C-L: Statistics and Decision Sciences 232
244L. Molecular and Cellular Processes in Marine Organisms. C-L: see Cell Biology 244L; also C-L: Marine Sciences
248. Solid Waste Engineering. C-L: see Civil Engineering 248
249L. Environmental Molecular Biology. Introduction to molecular techniques and gene regulation as they apply to environmental issues. Topics include basic cloning strategies and methods, DNA/RNA/protein separation and hybridization, polymerase chain reaction, in vitro mutagenesis, and protein expression. Student presentations illustrate how molecular technologies such as the creation of genetically engineered organisms address environmental problems. Prerequisite: introductory biology. Instructor: Freedman.
250L. Form, Function, and Adaptation of Plants. The structural and developmental basis for the major functions of the plant body including energy harvest, mechanical support, transport, and storage. Structural adaptations to important environmental stresses. Emphasis on underlying biomechanical/physical principles. Prerequisite: Biology 25L; suggested: either Biology 110L, 140L, 149, or 152. Instructor: Staff.
255. Applied Regression Analysis. (M, QID) QS Linear regression using both graphical and numerical methods. Model construction, critique, and correction using graphical residual analysis. One-way and two-way analysis of variance; introduction to design of experiments. Use of a standard statistical software package. Applications and examples drawn from various sources, emphasizing the biological and environmental sciences. Prerequisite: Statistics 210B or equivalent. Instructor: Staff. C-L: Statistics and Decision Sciences 242
256S. Seminar in Ocean Sciences. Biological, chemical, physical, and geological aspects of the ocean and their relation to environmental issues. Consent of instructor required. (Given at Beaufort.) Instructor: Staff. C-L: Marine Sciences
264. Applied Differential Equations in Environmental Sciences. General calculus and analytic geometry review; numerical differentiation and integration; analytic and exact methods for first and second order ordinary differential equations (ODE); introduction to higher order linear ODE, numerical integration of ODEs and systems of ODEs; extension of Euler’s method to partial differential equations (PDE) with special emphasis on parabolic PDE. Example applications include population forecasting, soil-plant-atmosphere-water flow models, ground water and heat flow in soils, and diffusion of gases from leaves into the atmosphere. Prerequisite: Mathematics 31 or equivalent or consent of instructor. Instructor: Katul.
267S. Conservation Biology of Marine Mammals. Examination of issues affecting the conservation of marine mammal populations, including: habitat loss and degradation, interactions with commercial fisheries, and direct harvests. Consent of instructor required. (Given at Beaufort.) Instructor: Read. C-L: Marine Sciences
269S. Advanced Topics in Marine Ecology. NS Theoretical concepts from population, community, and evolutionary ecology will be linked to observations and experiments...
to enhance understanding of the structure and function of marine systems. Current topics in marine ecology (for example, marine food web dynamics, species interactions, life history strategies, fisheries ecology, conservation biology). Discussions based on readings from the primary literature with emphasis on developing critical and synthetic skills. Each student will prepare a research proposal in NSF format. May be repeated. (Given at Beaufort.) Instructor: Crowder. C-L: Biology 264S, Marine Sciences


271. Economic Analysis of Resource and Environmental Policies. SS Case and applications oriented course examining current environmental and resource policy issues. Benefits and costs of policies related to sustaining resource productivity and maintaining environmental quality will be analyzed using economic and econometric methods. Topics include benefit-cost analysis, intergenerational equity, externalities, public goods, and property rights. Prerequisite: Environment 270 or equivalent; Economics 149 recommended. Instructor: Kramer. C-L: Economics 272

272. Evaluation of Public Expenditures. (QID) SS C-L: see Public Policy Studies 261; also C-L: Economics 261, Health Policy

273. Marine Fisheries Policy. SS Principles, structure, and process of public policy-making for marine fisheries. Topics include local, regional, national, and international approaches to the management of marine fisheries. A social systems approach is used to analyze the biological, ecological, social, and economic aspects of the policy and management process. (Given at Beaufort.) Instructor: Orbach. C-L: Marine Sciences


275. Protected Areas, Tourism, and Local Development. Investigates issues of establishing and managing national parks, biosphere reserves, and other protected areas in situations where local populations compete for the same resources. Tourism is considered as a possible source of negative impacts on the protected area and as a source of local economic development. Includes consideration of tourism policy, resource protection strategies, microenterprise development, sustainable agriculture, and forestry. Instructor: Healy. C-L: Latin American Studies

276. Marine Policy. SS, STS Formal study of policy and policy-making concerning the coastal marine environment. History of specific marine-related organizations, legislation, and issues and their effects on local, regional, national, and international arenas. Topics explored through use of theoretical and methodological perspectives, including political science, sociology, and economics. Consent of instructor required. (Given at Beaufort.) Instructor: Orbach. C-L: Public Policy Studies 297, Political Science 264, Marine Sciences

280. Social Science Surveys for Environmental Management. Social science research methods for collecting data for environmental management and policy analysis. Sampling, survey design, focus groups, pretesting, survey implementation, coding, and data analysis. Team projects emphasize development and practice of survey skills. Prerequisite: introductory applied statistics or equivalent. Instructor: Kramer.

281. Environmental Law. Examination of contemporary environmental law and its common law antecedents in the context of the American legal system. Objectives are to
provide basic training in analyzing cases and statutes, applying knowledge in a classroom setting, and using a law library. Instructor: Heath.

284S. Seminar in Land Use Policy. Selected topics in United States land policy. Content varies each offering, but may include regulatory innovations, management of public lands, urban growth management, and landscape protection. Term paper and class presentations required. Half or one course for undergraduates. 1 to 3 units for graduate students. Instructor: Healy. One course.


292L. Biological Oceanography. Physical, chemical, and biological processes of the oceans, emphasizing special adaptations for life in the sea and factors controlling distribution and abundance. One course of organisms. Only open to undergraduates under Biology 114L. Four graduate units (spring); six graduate units (summer). (Given at Beaufort and Bermuda.) Prerequisite: introductory biology. Instructors: Ramus or staff (Beaufort); Lomas (Bermuda). Variable credit.

296. Environmental Conflict Resolution. Practical techniques and scholarly underpinnings of environmental conflict resolution, including interest-based negotiation, mediation, public disputes, science-intensive disputes, and negotiation analysis. In-class time will be spent conducting negotiation role plays of increasing complexity and then debriefing them. Outside of class, students will prepare for the role plays and read background material to aid in debriefing. Students will keep a journal of their experiences. Instructor: Maguire.

298. Special Topics. Content to be determined each semester. May be repeated. Instructor: Staff. C-L: Marine Sciences

COURSES CURRENTLY UNSCHEDULED
202. Microbial Ecology
222L. Physical Processes in Coastal Environments. NS
230L. Weather and Climate
231L. Ecological Models and Data. (QID) NS
232L. Microclimatology. NS
242. Environmental Aquatic Chemistry
245. Ecology of Microorganisms
252L. Statistics and Data Analysis in Earth and Ocean Science. NS
257. Environmental Experimental Design. (M, QID) QS
263. Environmental Economics: Quantitative Methods and Applications. (QID) SS, STS
268. Advanced Topics in Nearshore Processes
290. Physical Oceanography
291. Geological Oceanography. NS

Evolutionary Biology
See biology.

Film/Video/Digital (FVD)
A certificate, but not a major, is available in this program.

The Program in Film/Video/Digital is an interdisciplinary course of study which introduces students to the critical analysis of communications technologies: film, photography, and television. Practical production experience is also available through course work and internships. Courses in this area are offered through seventeen
different academic departments and programs and taught by thirty-three faculty members. The program also sponsors speakers, video art screenings, and exhibits in cooperation with the Center for Documentary Studies, the Institute of the Arts, the Center for International Studies, the University Art Museum, the Literature Program, Asian and African Languages and Literature, and the Mary Lou Williams Center for Black Culture. Visiting independent filmmakers are brought to campus under the auspices of the Film/Video/Digital Program in conjunction with Screen/Society and Freewater exhibitions.

To qualify for the certificate, students must take at least six courses: two core courses, the capstone course (Film/Video/Digital 115S, C-L: Literature 110B,S), and three related courses from the approved list published in this bulletin or from the listings posted each semester. English 101A, Introduction to Film (C-L: Literature 110, Film/Video/Digital 130, Theater Studies 173), is a prerequisite for all Film/Video/Digital production courses.

For the certificate, students may take no more than three courses originating in a single department or program, other than those originating in the Film/Video/Digital Program.

For a comprehensive major that includes film studies, see the Literature Program.

DUKE IN LOS ANGELES PROGRAM IN MEDIA ARTS AND INDUSTRIES

This interdisciplinary program offers students interested in the film, media, entertainment law, contemporary arts and music industries an intensive one-semester program in Los Angeles, based at the University of Southern California (USC). In addition to taking one required Duke seminar on the United States Culture Industries (Literature 197S), students enroll in an internship for credit (Film/Video/Digital 112S) and take two courses at USC in either its School of Cinema-TV or its Division of General Studies.

Required courses:
- Literature 197S: Special Topics in the United States Culture Industries
- Film/Video/Digital 112S. Media Internship in Los Angeles
- USC: two courses, one appropriate to the program and selected in consultation with the director, and one elective course.

This program is limited to juniors and seniors. Consult the program director for required prerequisites.

CORE COURSES

50. Duke-Administered Study Abroad: Special Topics in Film and Video. Topics differ by section. Instructor: Staff. One course.

100S. Film and Video Theory and Practice. ALP, STS Film and video production in conjunction with comparative history and theory of these technologies. Students produce works in basic Super 8 mm, 16 mm, and small format video production. Prerequisite: Drama 173, English 101A, Literature 110, or Literature 114. Instructor: Burns. One course. C-L: Theater Studies 173S, English 183S, Information Science and Information Studies

101S. Special Topics in Advanced Film or Video. ALP, STS An in-depth investigation of a particular technology for students with demonstrated commitment and aptitude. Exploration of the theoretical assumptions behind the development of new technological arts of the twentieth century. Consent of instructor required. Prerequisite: Drama 173, English 101A, or Literature 110. Instructor: Staff. One course. C-L: Information Science and Information Studies

102S. Film Animation Production. ALP Experimentation with various media; mastering animation techniques such as metamorphosis, timing, articulation, storytelling, sound design, special effects, and camera. Each student to produce a one-minute animated film on the Oxberry 16mm film animation stand. Instructor: Burns. One
course. C-L: Visual Arts 165S, Information Science and Information Studies
103S. Special Topics in Sound Technology. ALP Topics focusing on technical basis and aesthetic motivation of sound recording and sound exploitation. Technical demonstration and student exercises explore the mechanics and dramatic and psychological implications of formats, microphone placement, mixing, acoustic signature, digital recording, double system, and sound editing, leading to an individually produced sound design for live action or animation film/video. Consent of instructor required. Prerequisite: Drama 173, English 101A, Literature 110. Instructor: Staff. One course. C-L: Documentary Studies, Information Science and Information Studies
104S. Documentary Film/Video Theory and Practice. ALP The politics and aesthetics of realism. History of styles from Griersonian "propaganda" to cinema verite and "reality TV." Practical exercises in location sound, camera to subject relationship, and camera movement. Prerequisite: Drama 173, English 101A, Literature 110, or Literature 111S. Instructor: Staff. One course. C-L: Cultural Anthropology 131S, English 101CS, Documentary Studies
105S. The Documentary Experience: A Video Approach. ALP, R, SS One course. C-L: see Public Policy Studies 105S; also C-L: Cultural Anthropology 134S, History 150BS, Political Science 156S, Documentary Studies 105S
106. Duke-Administered Study Abroad: Advanced Special Topics in Film and Video. Topics differ by section. Instructor: Staff. One course.
107S. Screenwriting. ALP, W One course. C-L: see Theater Studies 137S; also C-L: English 102S
109S. Motion Graphics in Film and Video. ALP, STS An advanced post-production course designed to explore the history, theory and practice of motion graphics techniques in film and video. Students produce digital motion sequences out of still images and create multiple motion paths through exposure to applications such as Adobe After Effects, Final Cut Pro, iMovie. Prerequisite: Film/Video/Digital 102S or 101S or 100S. Instructor: Staff. One course.
110S. Internship in Film and Video. Students may arrange academic work in conjunction with approved internship in the entertainment industry. Academic work must be with core faculty and include the university minimum (one research paper) as well as reading from bibliography approved by professor and/ or viewing list worked out in advance. Prerequisite: Drama 173, English 101A, Film/Video/Digital 130, or Literature 110. Instructor: Staff. One course.
111T. Tutorial. ALP Instructor: Staff. One course.
112S. Media Internship in Los Angeles. Immersion in the for-profit and not-for-profit art and entertainment worlds through apprenticeship to a sponsoring artist, scholar, or institution selected to match each student’s area of interest. Each student required to submit a substantive paper containing significant analysis and interpretation that considers the relationship between the student’s sponsoring institution and the larger industrial/ cultural complex within the local (Los Angeles) and national economies of art, culture, and commerce. Simultaneous enrollment in Literature 197S required. Open only to students admitted to the Duke in Los Angeles Program. Instructor: Staff. One course.
114. Individual Project. Independent work open to highly qualified juniors and seniors
on recommendation of instructor and/or invitation of department. Instructor: Staff. One course.

115S. Capstone Course: Program in Film/Video/Digital. ALP, STS Culminating seminar for Film/Video/Digital program students. Advanced exploration of the art, history, science, and industry of American photography, film, video, and television. Starts from premise that cinema is the most important cultural form of the twentieth century, now transformed by digital technologies. Technical exercises in production follow a historical structure still photography to moving image, silent to sound, film to television. Enrollment limited to students completing the certificate. Prerequisite: English 101A or its crosslistings: Literature 110, Theater Studies 173, Film/Video/Digital 130. Instructor: Staff. One course. C-L: Literature 110BS

130. Introduction to Film. ALP One course. C-L: see English 101A; also C-L: Theater Studies 171, Literature 110, Policy Journalism and Media Studies

COURSES CURRENTLY UNSCHEDULED

305. Special Topics in TV Theory/TV Production. ALP, STS

CORE COURSES FROM OTHER PROGRAMS AND DEPARTMENTS

For descriptions of the courses below consult the listings under the specified departments in this bulletin.

English 101A. Introduction to Film.
English 101B. Introduction to Cultural Studies
English 185. Studies in Film History.
English 190. Television, Technology and Culture
German 161. European Cinema in Conflict
Literature 112. Special Topics in National Cinema
Literature 113. Studies in Comparative World Cinema
Literature 114. Film Theory
Literature 115. Sexualities in Film and Video
Literature 117. Documentary Film History
Literature 118. Experimental Film and Video
Literature 120A. Special Topics in Television Genres
Literature 120B. Special Topics in Film
Literature 140. History of Mass Culture in the United States. C-L: English 156
Literature 197S. Special Topics in the United States' Culture Industries. (Duke in Los Angeles)

RELATED COURSES OFFERED REGULARLY

African and African American Studies
101. Film and the African Diaspora

Art History
169. Documentary Photography and Social Activism in the Nuclear Age
199. History of Photography, 1839 to the Present

Asian & African Languages and Literature Studies
170. Indian Cinema
171. Japanese Cinema
188. Modern Chinese Cinema

Cultural Anthropology
104. Anthropology and Film
104D. Anthropology and Film

Cultural Anthropology
110. Advertising and Society: Global Perspective
116S. Advertising and Masculinity

Documentary Studies
176S. American Communities: A Photographic Approach
177S. Advanced Documentary Photography

English
101B. Introduction to Cultural Studies
107S. Dramatic Writing
1076S. Advanced Dramatic Writing
108BS. Transforming Fiction for Stage and Screen
118. Art and Dissidence: The Films of Tarkovsky, Kubrick, Kurosawa, and Lynch
RELATED SPECIAL TOPICS COURSES OFFERED PERIODICALLY

Art History
172. Topics in Asian Art: East Asian Cinema

Canadian Studies
282S. Canada: Media and Identity

Cultural Anthropology
180. Advertising and Masculinity

Drama
118. Transforming Fiction for Stage and Screen

French
141S, 142S. French Literature: World War II and French Film

German
123A. European Cinema in Conflict
123S. Undergraduate Seminars: German Film History to 1945

History
104. Latin America Through Film

Literature
293. Special Topics in Literature and History: The Rise of Consumer Culture in the United States, 1880-1930

Portuguese
200S. Seminar in Portuguese Literature: Literatura e Cinema Os Classicos Brasileros

Public Policy Studies
195, 196. Selected Public Policy Topics
195S. Selected Public Policy Topics: Community Service and the Documentary Tradition
195S. Selected Public Policy Topics: Entertainment Industry: Policy and Practice
195S. Selected Public Policy Topics: Communications Frontier Technology: Media, Democracy

264. Advanced Topics: Media and Democracy

Spanish
169. Topics in Nineteenth- and Twentieth-Century Spanish Literature: Spanish Cinema

FOCUS (FOCUS)
105. Special Topics in FOCUS. Designed to provide a forum for discussing and bridging the issues that arise in the individual seminars in the various FOCUS Programs. The subject matter and specific format of the course vary from program to program. Open only to participants in FOCUS. Pass/ fail grading only. Instructor: Staff. Half course.

French
For courses in French, see Romance Studies.

Genetics
See the listings for the University Program in Genetics in the Medicine section, and the information in the Biology section about the Biology Major and Minor with a concentration in Genetics.

Germanic Languages and Literature
Associate Professor of the Practice Walther, Chair and Director of Language Program; Associate Professor Morton, Director of Undergraduate Studies; Professors Borchardt and Rolleston; Associate Professors Pfau and Rasmussen; Assistant Professors Denman and McIsaac; Professors Emeriti Alt and Phelps; Assistant Professor Emerita Bessent; Adjunct Assistant Professor Keul; Visiting Assistant Professors Ivory and Yee; Lecturer Johns

A major or minor is available in this department.

GERMAN (GERMAN)

Language
1. First-Year German I. FL Four-skills (understanding, speaking, reading, writing) communicative approach to the language of everyday life in German-speaking countries, the language of their histories and societies, their arts and letters. Resources
include audio, video, and computer-based materials. Instructor: Walther and staff. One course.

2. First-Year German II. FL Four-skills (understanding, speaking, reading, writing) communicative approach to the language of everyday life in German-speaking countries, the language of their histories and societies, their arts and letters. Resources include audio, video, and computer-based materials. Instructor: Walther and staff. One course.

14. Intensive First-Year German. FL Intensive introduction to German language and culture, combining in one semester the work of German 1-2. Instructor: Staff. Two courses.

65. Intermediate German I. CZ, FL Language proficiency and cultural knowledge through topic-oriented syllabus focusing on contemporary German culture and society. Comprehensive review of German grammar, vocabulary building, practice in speaking, reading, and writing skills. Literary and nonliterary texts from a variety of media (books, newspapers, audio, video, film, internet), providing basis for discussion and cultural awareness. Extensive reading includes one longer prose text by a contemporary German, Swiss, or Austrian writer. Prerequisite: German 1-2, 14 or equivalent. Instructors: Walther or staff. One course.

66. Intermediate German II. CZ, FL (See description of German 65 above.) Increased focus on reading, speaking, essay writing. Extensive reading includes one full-length play by a contemporary German, Swiss, or Austrian writer. Prerequisite: German 65, or appropriate placement test score or consent of instructor. Instructors: Walther or staff. One course.

69. Intensive Intermediate German. CZ, FL Intensive grammar review and further development of reading, listening, speaking, and writing skills through topic-oriented syllabus dealing with contemporary German culture and society. Authentic texts from a variety of media providing the basis for discussion and cultural awareness. Combines in one semester the work of one year of intermediate German (German 65 and 66.) Prerequisite: German 1-2, 14 or equivalent. Instructor: Staff. Two courses.

German 66 and 69 are usually followed by 100S or 117S

98. Advanced Proficiency in German. Credit for Advanced Placement in German. One course.

100S. Business German. CCI, FL, SS Introduction to the language of commerce and industry; modes of expression for technology and marketing. Particular attention to cultural differences affecting German-American business transactions. Instructor: Staff. One course.

117S. Advanced German I: Culture and Society. CCI, CZ, FL Development of advanced proficiency in oral and written communication. Expansion and deepening of cultural literacy and interpretive skills by focusing on issues of social, cultural, and political significance in German-speaking countries. Cultural and literary texts from a variety of media and genre analyzed in social and cultural contexts. Intensive work on vocabulary, sentence structure and patterns of expression. Instructor: Staff. One course.

118S. Advanced German II: Text and Context. ALP, CZ, FL, W Development of advanced German language proficiency, with particular attention to written expression. Emphasis on stylistic variation, complex grammatical structures, and lexical sophistication (vocabulary building). Analysis of authentic texts from a variety of genre will provide the basis for practice in creative, descriptive, narrative, argumentative, and analytical writing. Prerequisite: German 117S or equivalent. Instructor: Walther or staff. One course.

Literature and Culture

121S. Introduction to German Literature. ALP, CCI, FL Principal authors, genres,
concepts, and works of German literature: Middle Ages to the Baroque. Instructor: Borchardt, Morton, or Rasmussen. One course.

122S. Introduction to German Literature. ALP, CCI, FL Continuation of German 121S. Enlightenment to the present. Instructor: Denman, McIsaac, or Morton. One course.

123S. Undergraduate Seminars. ALP, CCI, FL Focus on aspects of German-speaking literature and cultural studies. Taught in German. Topics vary. Instructor: Staff. One course.

126S. Masters of the Modern: Great Writers of the 20th Century. ALP, FL, W Studies in four giants of twentieth-century German literature: Rilke, Kafka, Mann, and Hesse. May also include short works by Bertolt Brecht, and recent Nobel prize winners Heinrich Boell and Guenter Grass. Defining "world literature" and the shaping of "modern" Western thought by these major literary figures. Readings explore major twentieth century themes: modernism, totalitarian politics, Eastern spirituality, German identity and the situation of Germany within Europe. Regular written exercises, readings, and discussion in German. Instructor: Borchardt or Rolleston. One course. C-L: Comparative Area Studies

128S. Utopias and Nightmares: Science, Technology, and German Culture. ALP, FL, STS Examines a selection of German films and texts that serve as vehicles for assessing the current state of the world and alternatives to it. Focus on the role of science and technology in shaping those alternatives. Special attention paid to German views of technology that inform its history and cultural production. Introduces methods of textual analysis, film criticism, and the history of science and technology. Develops all German language skills. Science background not required. Course offered in alternate years. Instructor: McIsaac. One course. C-L: Information Science and Information Studies


133S. Introduction to German Drama. ALP, CCI, FL The German theater from Lessing to Brecht and beyond, focusing on the relationship between dramatic form and social, historical, and cultural contexts. Topics may include: the Trauerspiel, Sturm und Drang, expressionism, epic theater, documentary drama. Final project may include performance of a play or scenes from different plays. Instructor: Borchardt or Walther. One course. C-L: Theater Studies 123S, Comparative Area Studies

136S. Romantic Dreams and Ironies. ALP, FL The modern self emerging from the French Revolution into the intellectual ferment of the 1790s; new modes of knowledge (aesthetics, anthropology, linguistics); new literary forms (novel, fragment); the struggle to ground values in history. Major figures: Novalis, Tieck, F. Schlegel, Kleist, Hoffmann, with Heine and Eichendorff looking back from a perspective drenched in Romantic dreams and ironies. Instructor: Rolleston. One course.

137S. Introduction to Twentieth-Century German Women Writers. ALP, CCI, FL This century's preeminent German women writers placed in historical and cultural context. Elementary concepts of literary analysis; emphasis on speaking and writing German. Readings in Bachmann, Seghers, Wolf. Other authors may include: Aichinger, Fleisser, Frischmuth, Kaschnitz, Leutenegger, Morgner, H. Müller, Rinser, Struck. Instructor: Denman, McIsaac, or Rasmussen. One course. C-L: Comparative Area Studies, Women's Studies

138S. German Unity, German Divisions. CCI, CZ, FL Concepts of German nation and German identity explored in relation to the 1990 unifications: ideals of hierarchy and discipline versus desired role at Europe's ethical and spiritual center. Literary and
visual texts from key historical moments: Reformation, resistance to Napoleon, Bismarck's and Hitler's Empires, Cold War division. Instructors: McIsaac and Rolleston. One course.

139S. Germany and the Holocaust. ALP, CCI, EI, FL Core issues of the Holocaust haunting subsequent politics: fanatical nationalism, racism, genocide, technological efficiency, extreme and arbitrary suffering, the quality of German resistance, contested postwar interpretations. To be studied through literature, memoirs, films, museums, memorials. Instructor: Denman, McIsaac, or Rolleston. One course. C-L: Judaic Studies

141S. German Film. ALP, FL Introduction to innovative German films and important critical texts about film theory and film reception. Emphasis on methods of film analysis and vocabulary. Topics and themes include Myth and Modernity; German Women Filmmakers; Representations of the Holocaust in German Films; National Identity and German Film. Instructor: Denman, McIsaac, or Rolleston. One course. C-L: Film/Video/Digital

142S. Freud's Vienna: Experiments in Modernity Around 1900. ALP, CCI, CZ, FL An interdisciplinary approach to the cultural and political transformations taking place in Vienna around 1900 (art, architecture, literature, psychoanalysis, music). The common contexts and interconnections between writers such as Schnitzler, Hofmannsthal, Musil and Kraus, Freud's psychoanalysis, Klimt and Schiele's Jugendstil and Expressionist art, the architectural innovations of Wagner, Loos and the Ringstrasse, and the music of Mahler, R. Strauss, and Schoenberg. Focus on issues such as sexuality, disease, desire, and modernity. The rise of mass politics and modern anti-Semitism. Instructor: McIsaac. One course.

Courses Taught Overseas

63. Accelerated Intermediate German. CZ, FL Language proficiency and cultural knowledge through topic-oriented syllabus focusing on contemporary German culture and society. Comprehensive review of grammar, vocabulary building, practice in speaking, reading, writing. Extensive reading includes one longer prose text by a German, Swiss or Austrian writer. Taught only in the Duke-In-Erlangen program. Prerequisite: German 1, 2, 14 or equivalent. Instructor: Staff. One course.

67. Intensive Intermediate German. CZ, FL Intensive grammar review and practice of spoken and written German combining in one semester the work of one year of intermediate German. Taught only in the Berlin Fall Semester Program. Prerequisite: German 1-2, 14, or equivalent. Instructor: Staff. Two courses.

119S. Advanced German Language and Culture. ALP, CCI, CZ, FL Advanced grammar review with emphasis on phonetics and conversation, literature, films, museums, and theater performances. Focus on issues of German culture and identity. Taught only in the Berlin program. Fulfills requirements for German 117S and 118S. Prerequisite: German 65-66, or German 67 or 69. Instructor: Wohlfeil. Two courses.

150. Advanced German: Composition, Conversation, and Current Issues. CCI, CZ, FL Advanced grammar review with emphasis on German expository style. Discussion of contemporary social issues and current events from a German cultural perspective based on newspaper articles, videos, and television programs. Offered as a part of the summer program at the University of Erlangen. Instructor: Koeppel. One course.

151S. Advanced Intensive German. CCI, CZ, FL For advanced students to increase all four language skills: comprehension, speaking, reading, and writing. Discussion of current events from a German cultural perspective based on newspaper articles, radio and television reports. Preparation for the German language examination required of all foreign students enrolling at German universities. Equivalent of German 117S or 118S, but offered only in the Berlin semester program. Instructor: Staff. One course.

152S. Berlin in Literature and Culture. ALP, CCI, FL Literary works of modern German writers; focus on the city of Berlin and its unique cultural and political heritage due to
Germany's division from 1945-1989. Emphasis on art and architecture of Berlin reflecting both historical trends and political ideologies such as National Socialism and Marxism. Taught only in the Berlin semester program. Instructor: Wohlfeil. One course. C-L: Comparative Area Studies

153. Aspects of German Culture. CCI, CZ, FL Topics of cultural, social, and aesthetic significance in contemporary Germany, with particular emphasis on issues of German national culture and identity. Site visits, lecture, and discussion. Offered as part of the summer program at the University of Erlangen. Instructor: Staff. One course. C-L: Comparative Area Studies

153A. Aspects of Contemporary German Culture. CCI, CZ Topics of cultural, social, and aesthetic significance in contemporary Germany with particular emphasis on issues of German national culture and identity, site visits, lecture, and discussion. Offered as part of the Duke-In-Erlangen summer program. Taught in English. Instructor: Staff. One course.

155. Advanced German Cultural Studies. CZ, FL Topics vary. Taught in German and only in the Berlin Semester Program. Prerequisite: P.N.d.S. (successful completion of German Language exam administered by the Free University). Instructor: Staff. One course. C-L: Comparative Area Studies

Courses Taught in English

49S. First-Year Seminar. Topics may vary each semester offered and are described in the First-Year Seminars booklet. Instructor: Staff. One course.

113. Studies in Comparative World Cinema. ALP, CCI, STS One course. C-L: see Literature 113; also C-L: English 122, Russian 113, Film/Video/Digital

114S. Literary Imaginings of the Good Life. ALP, EI, W Seminar on the ways in which literature shapes and is shaped by our quest for social ideals. Open only to students in the FOCUS Program. Instructor: Rasmussen. One course.

115S. Berlin in the Twentieth Century. ALP, CCI, CZ, EI Uses literature, film, art, architecture, and history to trace the periods of Berlin's development in the twentieth century (Imperial, Weimar Republic, Nazi, Communist, Berlin Republic) in order to understand both the rich cultural and intellectual heritage and the troubling legacies that mark the new Berlin. Special attention to ethical questions posed by the Holocaust. Provides background for understanding the historical dimensions to recent developments such as Christo's \textit{Wrapped Reichstag}; the Jewish Museum and the debate on the German Holocaust Memorial; the Neue Wache; the Potsdamer Platz; and the film \textit{Run Lola Run}. Taught in English. Open only to students in the FOCUS Program. Instructor: McIsaac. One course.

120. Special Topics in German Literature and Cultural Studies. ALP Investigates various aspects of German-speaking literature and culture. Taught in English. Instructor: Staff. One course.

120S. Special Topics in German Literature and Cultural Studies. ALP, CCI, CZ Seminar version of German 120. Taught in English. Instructor: Staff. One course.

161. European Cinema. ALP, CCI History of European cinema via themes of the city, of war and memory, and of Europe's relations with the rest of the world. Films by Eisenstein, Lang, Godard, Herzog, and others. Instructor: Denman or McIsaac. One course. C-L: Literature 112B, Film/Video/Digital

163. Romantic Fairy Tales: Literary and Folk Fairy Tales from Grimms to Disney. ALP, CCI, CZ German fairy tales of the Romantic era, including both the "literary fairy tales" by known authors and the "folk fairy tales" commonly deemed children's literature. Comparisons to other fairy tale traditions, notably by Perrault and Basile, providing a broader context and perspective. Comparison to the Disney contributions elucidating our own preconceptions and prejudices. Special attention to the literary,
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feminist, and historical elements of the fairy tale genre. Taught in English. Instructor: Yee. One course. C-L: English 146, Literature 151E

164S. Medieval German Literature. ALP, CCI, R Interpretive practices for studying religious, literary, and historical texts composed in German-speaking lands during the high Middle Ages (ca. 1150-1300). Texts studied in relation to the following issues: German identity, nationhood, and the international in the Middle Ages; the transregional and transcultural aspects of medieval literature and culture; tracing oral traditions in written literatures. Taught in English. Instructor: Rasmussen. One course. C-L: Medieval and Renaissance Studies 164S

165S. The Vikings and Their Literature. ALP, CCI, EI Norse sagas and poetry and the Viking world that they reflect. Viking cultural history and mythology, with special attention to the collision between the Germanic heroic ethic and the "new" Christian ethic and Norse notions of gender and leadership. Taught in English. Instructor: Keul. One course. C-L: Medieval and Renaissance Studies 165S

167S. Germanic Heroic Literature. ALP, CCI, R Ancient Germanic heroic literature, including Beowulf and other Old English heroic tales, the Hildebrandlied, Heliand, and Nibelungenlied in the ancient German tradition, and Egil's Saga, Saga of the Volsungs, and Grettir's Saga in the ancient Norse tradition. Norse mythology (prose Edda) a key point of reference, and Tacitus' Germania providing an historical background. The heroic ethic and the definition of manliness, codes of personal honor, leadership and fealty, family and feuding practices, and the tragic Germanic dilemma. Taught in English. Instructor: Keul. One course. C-L: English 121S, Medieval and Renaissance Studies 168S

176S. German Unity, German Divisions. CCI, CZ Concepts of German nation and German identity explored in relation to the 1990 unification: ideals of hierarchy and discipline versus desired role at Europe's ethical and spiritual center. Literary and visual texts from key historical moments: Reformation, resistance to Napoleon, Bismarck's and Hitler's Empires, Cold War division. Readings and discussions in English. Instructor: McIsaac or Rolleston. One course.

182. Classics of Western Civilization: The German Tradition, 1750-1930. ALP, CCI, CZ Introduction to German intellectual traditions that have proven highly influential both within Europe and beyond. Readings typically include Lessing, Moses Mendelssohn, Kant, Goethe, Humboldt, Hegel, Heine, Marx, Nietzsche, Freud, and Benjamin. Readings and discussions in English. Instructor: Pfau. One course. C-L: English 148, History 179A, Political Science 134, Literature 163B

185. Vocation, Professionalism, Ethics: Conflicted Middle-Class Subjectivity in the Novel, 1800-1924. ALP, CZ, EI Ethical conflicts in nineteenth century middle-class society as represented in the development novel (Bildungsroman); different models of political, aesthetic, and religious vocation studied in relation to the rise of nineteenth and twentieth century professionalism and social conformism. Instructor: Staff. One course. C-L: Literature 163F, English 149

Independent Study and Honors Seminar

191. Independent Study. Directed reading or individual projects. Open only to qualified juniors and seniors by consent of instructor and director of undergraduate studies. Instructor: Borchardt, Denman, McIsaac, Morton, Rasmussen, Rolleston, or Walther. One course.

192. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member; the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open only to qualified juniors and seniors by consent of instructor and director of undergraduate studies. Instructor: Borchardt, Denman, McIsaac, Morton, Rasmussen, Rolleston, or Walther. One course.
For Graduates and Advanced Undergraduates

201S. Introduction to Medieval German: The Language of the German Middle Ages and Its Literature. ALP, FL, R Basic reading skills in the medieval German language (Middle High German) developed by working with literary texts in their original idiom. Canonical texts such as courtly love poetry (Walther von der Vogelweide), Arthurian romance (Hartmann von Aue, Wolfram), and heroic epic (Nibelungenlied). Understanding manuscript culture, philological inquiry, medieval intellectual practices, relationship between learned Latin culture and educated vernacular cultures. Research paper required. Readings and discussion in German. Instructor: Rasmussen. One course. C-L: Medieval and Renaissance Studies 201S

203S. Sex, Gender, and Love in Medieval German Literature. ALP, CCI, FL Historical contexts for emergence of courtly love and the role of desire and interpretation in Gottfried von Strassburg's Tristan und Isolde, courtly love lyric, 'maere.' Instructor: Rasmussen. One course. C-L: Medieval and Renaissance Studies 203S

204S. Advanced Business German. CCI, FL, SS Examination of current German economic and business debates and events. Emphasis on vocabulary acquisition as well as intercultural conduct in business situations. Topics include state of Germany's industry and energy resources, monetary policies and banking systems, environmental issues, trade and import/export, taxes and the social safety net, with particular attention to Germany's self-understanding as a "soziale Marktwirtschaft," and its (non?) compatibility with current trends in globalization. Prerequisite: German 100S or consent of instructor. Instructor: Staff. One course.

205. German for Academic Research I. Introduction to German for the purpose of developing reading and translation skills necessary for pursuing academic research. Assumes no prior knowledge of German. Foundations of German grammar and syntax; emphasis on vocabulary and translations. Selected readings in theory of translation and techniques. Not open for credit to undergraduate students who have taken Intermediate German (65, 66, 69, or equivalent). Does not count towards the major or minor, or towards the fulfillment of the Foreign Language Requirement. Instructor: Staff. One course.

206. German Academic Research II. Development and refinement of skills needed to read and translate intermediate to advanced academic German. Texts selected by instructor, with regular opportunities to work on materials related to individual fields/research topics. Selected readings in theory of translation and techniques. Prerequisite: German 205. Not open for credit to undergraduate students who have taken Intermediate German (65, 66, 69, or equivalent). Does not count towards the major or minor, or towards the fulfillment of the Foreign Language Requirement. Instructor: McIsaac or staff. One course.

210S. Renaissance and Reformation. ALP, CCI, FL, R The development of 'personality' from 'type' to 'individual' in German culture in the great transition from medieval to early modern times, with examples from literature, history, art, architecture, music, science, and religion. Emphasis on the Italian connection, northern mysticism, Prague in the fourteenth century, fifteenth-century poetry and prose, and Luther. Taught in German. Instructor: Borchardt. One course. C-L: Medieval and Renaissance Studies 210S

225S. Introduction to Goethe. ALP, FL, R Major works of lyric, narrative, drama, and theory, throughout Goethe's career. Readings and discussions in German. Instructor: Morton. One course.

226S. Goethe's Faust. ALP, EI, FL, R Goethe's masterpiece and life's work, conceived as a summation of Western literature and mythology for the modern age. Readings and discussions in German. Instructor: Borchardt or Morton. One course.

232S. Poetry and Modernity. ALP, EI, FL Modern poetic form as a window into history: Linguistic versions of experience and memory opening into subtle shifts in the ethics
and aesthetics of self. A survey of German lyrical voices from Goethe, Schiller, Hölderlin through Rilke and Expressionism to poets active since 1989. Taught in German, every second year. Instructor: Rolleston. One course.

235S. Current Problems in Nineteenth-Century Literature and Culture. ALP, CCI, CZ, R Focus on current problems and research in German studies pertaining to nineteenth century literature and culture. Potential topics include: gender and sexuality; science and technology; interdisciplinary and theoretical approaches to the nineteenth century; poetics and literature; literature and German identity. Readings in German and English. Discussion in German. Instructor: McIsaac. One course.

235S. Music in Literature and Philosophy: 1800-1945. ALP, CCI, R Readings in the philosophy of Nineteenth and early Twentieth Century "classical" music and in literature as a source for and response to musical composition, performance, and listening experience. Instructor: Pfau. One course. C-L: English 250S245S. The Twentieth Century. ALP, CCI, EI, FL The major movements and writers from the expressionists, Thomas Mann, Kafka, Rilke, and Brecht, to Böll, Grass, Handke, and Christa Wolf. Emphasis on relations between text and history: World War I, Weimar, Third Reich, and the struggle to integrate past and present in post-Holocaust literature. Readings and discussions in German. Instructor: Denman or Rolleston. One course. C-L: Comparative Area Studies

245S. The Twentieth Century. ALP, CCI, EI, FL The major movements and writers from the expressionists, Thomas Mann, Kafka, Rilke, and Brecht, to Böll, Grass, Handke, and Christa Wolf. Emphasis on relations between text and history: World War I, Weimar, Third Reich, and the struggle to integrate past and present in post-Holocaust literature. Readings and discussions in German. Instructor: Denman or Rolleston. One course. C-L: Comparative Area Studies

250S. Music in Literature and Philosophy: 1800-1945. ALP, CCI, R Readings in the philosophy of Nineteenth and early Twentieth Century "classical" music and in literature as a source for and response to musical composition, performance, and listening experience. Instructor: Pfau. One course. C-L: English 250S245S. The Twentieth Century. ALP, CCI, EI, FL The major movements and writers from the expressionists, Thomas Mann, Kafka, Rilke, and Brecht, to Böll, Grass, Handke, and Christa Wolf. Emphasis on relations between text and history: World War I, Weimar, Third Reich, and the struggle to integrate past and present in post-Holocaust literature. Readings and discussions in German. Instructor: Denman or Rolleston. One course. C-L: Comparative Area Studies

256S. Inventing the Museum: Collecting and Cultural Discourses of the Nineteenth Century. ALP, CCI, CZ, R Examines the rise of the German public museum in its European cultural contexts in the nineteenth century. Uses history and theories of collecting and exhibiting to explore intersecting discourses of architecture, art history, cultural history, literature and politics that constitute the museum and delineate its privileged place in nineteenth-century German and European culture. Introduces methods for using primary sources in cultural studies research and the study of literature in terms of collecting and exhibiting. Instructor: McIsaac. One course. C-L: Comparative Area Studies

258S. Special Topics in German Literature and Cultural Studies. ALP, FL Instructor: Staff. One course.

Courses Taught in English

261S. Second Language Acquisition Theory and Practice. CCI, R Overview of current research in the fields of second language acquisition and foreign language pedagogy, and its implications for the teaching of the German language, literature, and culture at all levels. Readings and discussions on competing theories of language acquisition and learning, issues of cultural identity and difference, learner styles, and the teaching of language as culture; training in contemporary teaching techniques and approaches. Instructor: Walther. One course. C-L: Linguistics 261S

265S. Science and Technology in Nineteenth-Century German Culture. ALP, CCI, CZ, STS Literature and science writing by literary figures (such as Goethe, Novalis, Kleist, Stifter, Musil), the social history of technology, the history of science (especially physics, anthropology, and biology), and philosophy (such as Kant, Marx, Nietzsche, Weber). The German historical context as seen from contemporary American and German understandings. Taught in English, with an optional German section for those reading in the original. Instructor: McIsaac. One course. C-L: Information Science and Information Studies

270. Consciousness and Modern Society. CCI, CZ, EI The German tradition of political theory conceptualizing social transformation through consciousness both of alienation and of ethical ideals; the ongoing debate between activist and radically critical perspectives. Marx, Nietzsche, Lukacs, Freud, Benjamin, Adorno, Marcuse, and Habermas. Taught in English. Instructor: Rolleston. One course. C-L: Comparative Area Studies, Marxism and Society
276S. Nietzsche's Political Philosophy. CZ, EI, SS One course. C-L: see Political Science
226S; also C-L: Philosophy 237S

298S. Special Topics. ALP, CZ Special Topics in German literature and cultural studies. Taught in English. Instructor: Staff. One course.

299S. Seminar in German Studies. CCI, CZ, R Review of current debates and historical perspectives in the German cultural field, structured through contributing disciplines: social and economic history, political theory and history, literature, fine arts, music, philosophy, and religion. Team-taught, involving a wide range of faculty in the German Studies Program. Taught in English. Instructor: Rolleston and staff. One course.

COURSES CURRENTLY UNSCHEDULED
101. Duke-Administered Study Abroad: Advanced Special Topics in German. CCI, FL

124S. Undergraduate Seminars. ALP, CCI, FL

130S. From Enlightenment to Classicism. ALP, CCI, FL

131S. Extraordinary Stories: Short German Prose of the 19th Century. ALP, CCI, FL

180. Faust and the Faust Tradition. CCI, EI


215S. German Baroque Literature. ALP, FL, R

220S. Reason and Imagination: The German Eighteenth Century. ALP, FL, R

227S. Goethe Seminar. ALP, FL, R

230S. German Romanticism. ALP, CCI, FL

244S. International Modernism. ALP, CCI, CZ, R

247S. Postwar German Literature. ALP, FL, R

249S. German Cinema: Weimar to Present. CCI, CZ, R

254S. Literature by Women. ALP, FL, R

260. History of the German Language. (QID)

271S. Contemporary Theory and the German Tradition. ALP, R

THE MAJOR

Students majoring in German develop language skills in their cultural and literary context. The international and humanistic emphasis makes the German major an appropriate companion to technical and career-oriented concentrations. Numerous opportunities are available, including programs of study abroad, interdisciplinary programs, and Fulbright and German Academic Exchange Service (DAAD) scholarships.

The German major offers two tracks: (1) German and (2) German Studies

German

Requirements. Ten courses, which may include two courses below the 100 level. Eight of the ten courses must be at the 100 level or above, including at least two at the 200 level. These must normally include the advanced German languages and culture courses, German 117S and 118S (or the equivalent taught in Berlin; German 119S, two courses) and either German 121S or 122S. Of departmental courses taught in English, only one may count toward the major.

German Studies

Requirements. Ten courses, which may include two courses below the 100 level. Courses below the 100 level may include German or other Germanic language courses, or courses taught in other departments that evince a clear focus on German culture, society and history. Courses above the 100 level must normally include German 117S and 118S (or the equivalents taught in Berlin; German 119S, two course credits), and at least two courses at the 200 level. A maximum of three courses may be courses with German content taught in English, either in the German department or in other
departments. Courses taken in other departments must be approved by the director of undergraduate studies in the German department.

Departmental Graduation with Distinction

Qualified students (see the section on honors in this bulletin) may apply or be invited to apply for Graduation with Distinction. The application deadline is preregistration for the fall semester of the senior year. Further information may be obtained from the director of undergraduate studies or the departmental honors representative.

THE MINOR

German

Requirements. Five courses at the 100 level or above, only one of which may be taught in English.

German Studies

Requirements. Five courses at the 100 level or above, at least three of which must be taught in German. Two of the five courses may be taken in other departments with the approval of the director of undergraduate studies in German, provided such courses evince a clear focus on German culture, society, and history.

Greek

For courses in Greek, see classical studies.

Health, Physical Education, and Recreation (PHYSEDU)

Professor Buehler, Chair; Associate Professor LeBar, Director of Undergraduate Studies; Associate Professor of the Practice Dale; Assistant Professors of the Practice Ogilvie, Stewart, and Yakola; Instructors Alphin, Beguinet, Bowen, Bowling, Brame, Daffron, Dall, Gentry, Falcone, Forbes, Hackett, Jermyn, Jindra, Kaufmann, Lantzy, Mastro, Orr, Plizga, Rollins, Serenelli, Spector, Wasielewski, and Welsh

Courses in this program do not count toward distributional requirements.

ACTIVITY COURSES

Each activity course listed below carries a half-course credit and is given on a pass/fail basis. The maximum amount of credit that counts for the undergraduate degree is one full course, but additional courses may be taken without credit toward graduation. Students may repeat activity courses but will not receive credit for the repeated courses.


19. Massage Therapy. Emphasis on techniques and philosophies of massage therapy which enhance the connection of body, mind, and spirit. Benefits and healing potential. Techniques which can be integrated into a more healthy lifestyle. Instructor: Brame. Half course.


22. Lifeguard Training. American Red Cross course which prepares an individual to qualify as a non-surf lifeguard. Preventative lifeguarding, emergencies, health and sanitation, water rescue and special situations, search and recovery operations, weather and environmental conditions. Corequisites: must have CPR and Red Cross Standard First Aid certification by the end of the course in order to receive Lifeguard Training certification. Instructor: Forbes. Half course.


40. Beginning Tennis. Instructor: Staff. Half course.


42. Advanced Tennis. Stroke development with emphasis on strategy. Instructor: LeBar. Half course.


64. Intermediate Cardio-Kickboxing. A workout that combines aerobics, cardiovascular and body toning while learning more advanced boxing and kickboxing skills for self-defense tactics. Prerequisite: Physical Education 63. Instructor: Bowen. Half course.
65. Yoga. Traditional hatha yoga combined with balanced structural alignment to develop strength, flexibility, and mental concentration. Instructor: Orr or Spector. Half course.
66. Intermediate Yoga. Building on previous hatha yoga experience to deepen student's practice, level of mindfulness, and understanding of philosophy relevant to experiential work with the goals of improved flexibility, strength, balance, concentration, and calmness. Prerequisites: Physical Education 65 or previous hatha yoga experience. Instructors: Orr or Spector. Half course.
76. Advanced Latin Dance. Merengue, salsa, tango, rumba and cha-cha. Prerequisite: Latin dance experience or consent of instructor. Instructor: Daffron. Half course.
77. Swing Dancing. Introduction to East Coast Swing, West Coast Swing, Jive, Lindy Hop, and Jitterbug. Instructor: Daffron. Half course.
95. Wilderness Skills. Basic and/or intermediate outdoor camping and leadership skills: orienteering, navigation, campcraft, equipment, trip planning, first aid and safety, with emphasis on "learning by doing." Instructor: Staff. Half course.

THEORY COURSES
49S. First-Year Seminar. Topics vary each semester offered. Instructor: Buehler. One course.
120. Theory and Practice of Coaching. Fundamentals, strategies, and psychology of coaching. Emphasis on basketball, and track and field. Additional topics such as safety and liability, gender equity, the media, regulations, and ethics. Instructor: Welsh. One course.
152. Women's Health Issues. Lifetime fitness, nutrition, body image, self esteem, health issues, realistic social norms, and healthy coping mechanisms. Instructors: Alphin, Dale, Ogilvie or Stewart. One course.
170. History and Issues of Sports. Sports from ancient to modern times with an emphasis on sports in America. Not open to students who have taken this course as Health, Physical Education, and Recreation 49S. Instructor: Buehler. One course.
180. Performance Enhancement in Sport and Physical Activity. To provide students with an in-depth view of the theoretical and applied aspects of the psychology of sport and physical activity with an emphasis on performance enhancement. Instructor: Dale. One course.

COURSES CURRENTLY UNSCHEDULED
13. Weight Control
23. Water Aerobics
24. Basic Rescue and Emergency Water Safety
25. Water Safety Instructors Course
28. Canoeing
29. Water Polo
35. Beginning Racquetball
36. Intermediate Racquetball
37. Advanced Racquetball
38. Speed and Conditioning Training
48. Men's Competitive Tennis
53. Intermediate Fencing
61. Beginning Jujitsu-Judo
70. Folk Dancing
71. Country/Western Dancing
74. Advanced Social Dance
91. Emergency Medical Technician Course
93. Orienteering
98. Frisbee
112. Sexuality, Stress, and Substance Abuse: Choices, Risks, and Consequences
115. Behavioral Aspects of Exercise
A certificate, but not a major, is available in this program. The Center for Health Policy, Law and Management, a part of the Terry Sanford Institute of Public Policy, offers an interdisciplinary certificate in health policy. The program speaks to the needs of students preparing for careers in health care policy, management, and the associated professions as the American health care industry continues to experience rapid and profound change.

Courses in the Health Policy Certificate Program address three interrelated goals: (1) to investigate the machinery of contemporary health policy-making and to understand the broad political dynamics which have conditioned American health policy, past and present; (2) to familiarize students with the institutional and economic complexity of the American health care system through the study of the interaction between the key players in health care financing and organization, employers, private insurance carriers, government regulators, health care providers, and consumers; and, (3) to explore the cultural and ideological underpinnings of modern conceptions of health and the recurrent ethical dilemmas facing health care providers, patients, and policymakers.

The program draws upon established research programs relating to health services centered in economics, political science, public policy, and sociology but recognizes the inspired contributions to health care debates originating in the disciplines of anthropology, history, law, medical arts, philosophy, psychology, and religion.

**PROGRAM REQUIREMENTS**

The Health Policy Certificate Program is open to all undergraduates. Successful candidates must complete the prescribed combination of six courses: an introductory course; any one methods course; two courses drawn from the core set of health policy course offerings; any one additional elective course; and the capstone course. No more than three of the six courses taken to satisfy the requirements of the certificate may originate in a single department or program; moreover, no more than two courses used to satisfy Health Policy Certificate requirements may also be used to satisfy the requirements of any other major, minor, or other certificate program. Appropriate courses may come from the list given below or may include other courses (new courses, special topics courses, independent study, and, under special circumstances, courses offered through the UNC School of Public Health*) as approved by the director.

For further details, contact the director at the Center for Health Policy, Law and Management, Room 125 Old Chemistry Building, or consult the program website at http://www.hpolicy.duke.edu/certificate.

**Introductory Course (required).**
Public Policy Studies 111. Introduction to the United States Health Care System.

**Capstone Course (required).**

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*Subject to regulations governing interinstitutional course registration. Note that the UNC School of Public Health semesters and daily schedules differ from those of Arts and Sciences at Duke. Interested students should check with the Law School to find exact course times.
Methods Courses (any one course):

Economics
55D. Intermediate Economics I
261. Evaluation of Public Expenditures

Environment
272. Evaluation of Public Expenditures

Public Policy Studies
55D. Introduction to Policy Analysis
261. Evaluation of Public Expenditures

Core Courses (any two courses):

Regularly Scheduled Courses

Economics
156. Health Economics

Law
347. Health Care Law and Policy. Open to limited undergraduate enrollment with consent of instructor.
(Special Note: The Law School semesters and daily schedules differ from those of Arts and Sciences; interested students should check with the Law School to find exact course times.)

Political Science
186. Comparative Health Care Systems
249. The Politics of Health Care

Public Policy Studies
156. Health Economics
157. Health Policy
178. Comparative Health Care Systems
253. The Politics of Health Care
2635. Public Health Issues: Prevention and Management

Sociology
151. Comparative Health Care Systems

Special Topics Courses, Offered Periodically (counting as Core Courses)

Public Policy Studies
49. Evolution of the United States Health Care System (may be substituted for Public Policy Studies 111)
2645. Research Seminar, Topics in Public Policy
2645.07. Getting Value for Money in Health Care: Rationing in Theory and Practice
2645.70. Social Policy Implementation

Sociology
227S, C. Proseminar in Medical Sociology. Organization and Financing of Health Care. (May not be counted toward certificate if Sociology 227D is counted.) One course.

Elective Courses (any 2 courses)

Regularly Scheduled Courses

Canadian Studies
1855. The Canadian Health Care System

Cultural Anthropology
1855. The Canadian Health Care System

Economics
163. Economics of the Environment. Prerequisite: Economics 52.
2515. Regulation of Vice and Substance Abuse

Environment
123S, 270. Resource and Environmental Economics

History
1235. Madness and Society in Historical Perspective

Philosophy
118. Philosophical Issues in Medical Ethics. Prerequisites: for freshman, previous philosophy course and consent of instructor. One course.

Political Science
107. Environmental Politics and Policies in the Industrial World
147. Environmental Politics and Policies in the Developing World
148D. Environmental Politics Beyond Borders
176A. Perspectives on Food and Hunger
165S. The Canadian Health Care System
Psychology
109A. Health Psychology. Not open to students who have taken Psychology 98.
Public Policy Studies
108. AIDS: Ethics, Policy, and Representation
143D. Environmental Politics Beyond Borders
147. Environmental Politics and Policies in the Developing World
149. United States Environmental Policy.
187S. The Canadian Health Care System
251S. Regulation of Vice and Substance Abuse
272. Resource and Environmental Economics
274. Resource and Environmental Policy.
Religion
182. Medicine and Religion in American Society. Not open to students who have taken Religion 159.
Sociology
112. American Demographics
123. Social Aspects of Mental Illness
162. Health and Illness in Society
165S. The Canadian Health Care System
163. Aging and Health
Women’s Studies
108. AIDS: Ethics, Policy, and Representation
Special Topics Courses, Offered Periodically
History
105S.05 History of Medical Ethics
196S. Junior-Senior Seminars: Abortion in American Culture
299S. Race/Medicine: Historical Perspective
Public Policy
195S. Health, Science, and Human Rights
196S. An Overview of the United States’ Racial and Health Disparities
264S. Health Care Policy in Developing Countries
264S. Race, Poverty, and Health
264S. Responsible Genomics
Sociology
227S, B. Proseminar in Medical Sociology. Social Behavior and Health
227S, D. Proseminar in Medical Sociology. Special Topics in Medical Sociology (for example, social epidemiology, stress and coping, health and aging)

Hebrew
For courses in Hebrew, see Asian and African Languages and Literature.

Hindi
For courses in Hindu see Asian and African Languages and Literature.

History (HISTORY)
Professor Deutsch, Chair; Associate Professor Edwards, Associate Chair; Associate Professor Neuschel, Director of Undergraduate Studies; Professors Chafe, English, Gaspar, Gavins, Herrup, Koonz, Kuniholm, Mauskopf, M. Miller, Payne, Petroski, Reddy, Richards, Roland, Shatzmiller, Thompson, and Wood; Associate Professors Ewald, French, Hacohen, Humphreys, Huston, Mazumdar, Nathans, Partner, Peck, Robisheaux, and Thorne; Assistant Professors Balleisen, Fenn, Kornbluh, Krylova, and Olcott; Professors Emeriti Cahow, Colton, Davis, Durden, Franklin, Goodwyn, Holley, Lerner, Preston, Scott, TePaske, Witt, and Young; Adjunct Professors Roberts and Wilson; Adjunct Associate Professor Pelech; Adjunct Assistant Professor Schlosberg; Visiting Assistant Professors Kaiwar, Y. Miller, and Shapiro

A major or a minor is available in this department.

History courses offer students from all disciplines within the university an opportunity to investigate the past, gain perspective on the present, and improve their critical faculties. History provides an integrating principle for the entire learning
process, and students of history gain a sense of human development, an understanding of fundamental and lasting social processes, and a feeling for human interrelatedness. History courses train the mind by improving skills in communicating thought and imagination.

21D. Europe to the Eighteenth Century. CCI, CZ, W Development and world impact of European civilization, critical evaluation of historical interpretations, and investigation of history from primary sources. Instructor: Staff. One course.

22D. Europe from the Eighteenth Century. CCI, CZ Development and world impact of European civilization, critical evaluation of historical interpretations, and investigation of history from primary sources. Instructor: Staff. One course.

25. Introduction to World History: To 1700. CCI, CZ, W The beginning and evolution of civilization; major traditions of Eurasia (Greek, Christian European, Indian, Chinese, Islamic); Africans and American Indians; the European invasion of America; foundations of the European world economy; Europe's preparation for world hegemony. Instructor: Staff. One course. C-L: Comparative Area Studies

26. Introduction to World History: Since 1700. CCI, CZ Establishment of European political, economic, and cultural hegemony; non-Western responses; the decline of Western hegemony. Instructor: Staff. One course. C-L: Comparative Area Studies

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.

53. Greek History. CCI, CZ One course. C-L: see Classical Studies 53

54. Roman History. CCI, CZ, W One course. C-L: see Classical Studies 54

75. Topics on the Third World and the West. CCI, CZ First part of a two-course sequence examining economic, social, political, and cultural relationships, 1500 to the present. Topics may vary each semester. Instructor: Staff. One course. C-L: African and African American Studies 70, Comparative Area Studies, Latin American Studies, Marxism and Society

76. Topics on the Third World and the West. CCI, CZ Continuation of History 75. Instructor: Staff. One course. C-L: African and African American Studies 71, Comparative Area Studies, Latin American Studies, Marxism and Society

91D. American History to 1876. CZ History of what is now the United States from pre-Columbian times to 1876. Covers exploration, colonization, Native American responses, the rise of race slavery, the American Revolution, Anglo-American expansion, slave life and culture, industrialization, reform, disunion, the Civil War, emancipation, and Reconstruction. Emphasis on social developments, conflicting political and economic visions, and tensions between ideals and reality. Instructor: Staff. One course.

92D. America from 1877 to the Present. CZ, EI American history from the end of Reconstruction to the present. The impact of industrialization, immigration, urbanization, and the rise of mass culture in the United States; the effect of depressions and wars on American society and politics; and the roots and results of reform movements ranging from populism and progressivism to the civil rights, women's, and environmental movements. Ongoing debates about the government's proper economic and social role; changing views of ethnicity, race, and gender in America, and the determinants of United States foreign policy. Instructor: Staff. One course.

97D. American Dreams/American Realities. CCI, CZ The role of such myths as "rags to riches," "beacon to the world," the "frontier," and the "foreign devil" in defining the American character and determining hopes, fears, dreams, and actions throughout American History. Attention given to the surface consistency of these myths as accepted by each immigrant group versus the shifting content of the myths as they change to reflect the hopes and values of each of these groups. Instructor: Wilson. One course.

98. Introduction to Canada. SS One course. C-L: see Canadian Studies 98; also C-L: Political Science 98, Sociology 98, Comparative Area Studies

100. A-R, U-V. Duke-Administered Study Abroad: Advanced Special Topics in History. CCI, CZ Register for course by designated suffix indicating the specific country. Courses numbered 100 with a letter suffix (100A, 100B...100V) are lecture courses taught in Duke-administered study-abroad programs, for example, in Germany, Italy, France, China. These courses provide the same credit and fulfill the same curriculum requirements as any 100-level lecture course in the history department. Instructor: Staff. One course.

100A. Duke in Madrid: Special Topics on History. CCI, CZ Instructor: Staff. One course.

100E. Duke in China: Special Topics on History. CCI, CZ Instructor: Staff. One course.

100F. Duke in France: Special Topics on History. CCI, CZ Instructor: Staff. One course.

100H. Duke in Andes: Special Topics on History. CCI, CZ Instructor: Staff. One course.

100I. Duke in Italy: Special Topics on History. CCI, CZ Instructor: Staff. One course.

100J. Duke in Russia: Special Topics on History. CCI, CZ Instructor: Staff. One course.

100K. Duke in Australia: Special Topics on History. CCI, CZ Instructor: Staff. One course.

100L. Duke in Germany: Special Topics on History. CCI, CZ Instructor: Staff. One course.

100M. Duke in Oxford: Special Topics on History. CCI, CZ Instructor: Staff. Two courses.

100O. Duke in Vienna: Special Topics on History. CCI, CZ Instructor: Staff. One course.

100R. Duke in Venice: Special Topics on History. CCI, CZ Instructor: Staff. One course.

100S. Study Abroad: Seminar on Historical Topics. CCI, CZ Register for course by the section designated in the Official Schedule of Courses. Instructor: Staff. One course.

100U. Duke in Rome: Special Topics on History. CCI, CZ Instructor: Staff. One course.

100W. Duke in SOUTH AFRICA: Special Topics on History. Instructor: Staff. One course.

101C. Terrorism, 1848-1968. CCI, CZ A comparative analysis of the origins and development of modern terrorism in the West (Europe, Russia, and the United States). Instructor: M. Miller. One course. C-L: Comparative Area Studies

101ES. Nationalism and Exile. CCI, CZ, R The dilemmas confronting Russian and European exiles in the nineteenth and twentieth centuries in the context of nation-state identities. Focuses on political and literary exiles forced from their native countries. Central to the study is the role of the modern nation-state, from whose boundaries the exiles were expelled. Instructor: M. Miller. One course.

101G. Introduction to Islamic Civilization. CCI, CZ, EI One course. C-L: see Religion 146; also C-L: Cultural Anthropology 147, Medieval and Renaissance Studies 146A, Comparative Area Studies, Information Science and Information Studies

102A.S. Explorations of North America. CCI, CZ, R Designed for new majors in history, the seminar explores how historians recreate the past. Explorations of North America will span the era from the Vikings to Lewis and Clark; their armies, their motives, their technologies, their limited sense of geography, and their responses to the Native Americans. Different approaches to history, from biography and literature to anthropology, archaeology and statistics. Instructor: Wood. One course.

102G. Introduction to Islamic Civilization. CCI, CZ, EI One course. C-L: see Religion 147; also C-L: Cultural Anthropology 148, Medieval and Renaissance Studies 147A, Comparative Area Studies
103. Lectures in Special Topics. CZ Individual courses in this series may be taught more than once or on a one-time basis only. Instructor: Staff. One course.

104. Lectures in Special Topics. CZ Individual courses in this series may be taught more than once or on a one-time basis only. Instructor: Staff. One course.

105S. Special Topics in FOCUS. CZ Open only to first-year students. Current list of courses available in FOCUS Program Brochure; website at http://pmac-www.aas.duke.edu/focus. Instructor: Staff. One course.

106S. Seminar in Selected Topics. CZ Instructor: Staff. One course.


107B. Modern Britain. CCI, CZ, W Introduction to British history in the modern period, eighteenth century through the present. Impact of industrialization and imperial expansion on political culture, social relations of class and gender, and national identity. Imperial comparisons and connections to the British experience. Instructor: Thorne. One course. C-L: Comparative Area Studies

108D. Across the Great Divides: United States and Canadian Wests in the Nineteenth and Twentieth Centuries. CCI, CZ, R An examination of the United States and Canadian westward movements, considering in comparative contexts: the dispossession of Native Peoples; federal government expansionist policies; ranching, farming, and resource-extracting frontiers; immigration and ethnic diversity; women's experiences of the West; the transition of territories to states and provinces; political insurgencies. Instructor: Thompson. One course. C-L: Canadian Studies, Comparative Area Studies

108F. Introduction to North America. CCI, CZ, SS One course. C-L: see North American Studies 110; also C-L: Political Science 119, Public Policy Studies 115, Sociology 109, Canadian Studies

110A. Religion in China. CCI, CZ Chinese religious traditions (for example, Taoist, Buddhist, Confucian, and popular) and their interrelationships from the Neolithic to the present. Mutual influences between religion and Chinese social, cultural, and political history. Instructor: Nickerson. One course. C-L: Religion 110

111A. North America to 1760. CCI, CZ, SS Early oceanic explorations, European invasion of North America, the evolution of race slavery, and the responses of the native American peoples. Instructor: Fenn or Wood. One course. C-L: Comparative Area Studies

111B. The Era of the American Revolution, 1760-1815. CZ, SS Origins, evolution, and consequences. Attention to economic, social, and geographical questions, as well as military, political, and moral issues. Instructor: Fenn or Wood. One course.

111E. The Civil War and Reconstruction: The United States, 1850-1880. CZ, SS The social, economic, and cultural aspects of the Civil War's origins and outcomes as well as the resulting military, political, and legal conflicts. Focus on the contested and changing meanings of "freedom" in all sections of the country. Not open to students who took either History 163A or 163C. Instructors: Balleisen, Edwards, Gymp, Huston, Nathans, Thompson, or staff. One course.

111F. The Gilded Age and the Progressive Era: The United States from 1870 to 1930. CZ, SS Industrialization, immigration, westward migration, and increased United States involvement in world political and economic affairs. The resulting political upheavals and the efforts of various groups to promote, control, or alter change. Not open to students who took History 129B. Instructors: Balleisen, Edwards, Deutsch, Gymp, Nathans, Peck, Thompson, or staff. One course.
111G. Modern America: The United States from 1930 to present. CZ, SS The upheavals of recent United States history, including the New Deal, World War II, the Civil Rights Movement, and other movements for social change, the Vietnam War, the development of a global economy, the political realignments of the 1980s, and the nation's new role on the world stage. Not open to students who took History 160. Instructors: Chafe, Kornbluh, Thompson, or staff. One course.

113A. The 1960s: History and Public Policy. CZ, R, SS This course explores domestic and foreign policy in the turbulent 1960s. We study Vietnam, the War on Poverty, and the interactions between movements and policy on civil rights, women's rights, and the fate of the cities. Instructor: Kornbluh. One course. C-L: Public Policy Studies 113

113B. Europe's Colonial Encounter, 1492-1992. CCI, CZ, EI The impact of colonial expansion on European economic development, political culture, and popular identity from the "age of discovery" through the present. Particular attention to the ethical implications of colonialism's influence on Western "civilization." Instructor: Thorne. One course. C-L: African and African American Studies 113B


115B. History of Africa from Antiquity to the Present. CCI, CZ, SS Beginning with the dynamics of African societies before the onset of European engagement in the continent and covering the impact of the Atlantic economy; expansion of long distance maritime and overland trade; Islam and Islamic reform; stateformation; responses to colonialism; independence movements; the postcolonial state. African novels, autobiographies, and films, as well as scholarship by Africans. Not open to students who have taken the former History 115. Instructor: Ewald. One course. C-L: African and African American Studies 115B, Comparative Area Studies, Women's Studies

115C. Introduction to African Studies. ALP, CCI, CZ One course. C-L: see African and African American Studies 107; also C-L: Art History 107, Cultural Anthropology 136, English 180, Political Science 174

116. Aspects of Medieval Culture. ALP, CCI, CZ One course. C-L: see Medieval and Renaissance Studies 114; also C-L: Art History 139, Classical Studies 139, English 123C

118B. Warfare in the Twentieth Century. CCI, CZ, EI, STS Key conflicts of this century evaluated in terms of causes and consequences (political, social, and economic) and strategy and technology (war plans, weapons systems, and doctrine). Comparison across regions of the world while addressing moral, legal and ethical questions regarding international conflict. Instructor: Staff. One course.

118C. History of the World Wars. CZ, EI, R, STS An examination of the origins, course, and consequences of the world wars of this century. Close attention is paid to impact of warfare on society and the ensuing moral and political controversies. Instructor: Staff. One course.


119. Native American History: Indians in North America. CCI, CZ, EI Indian peoples in North America from earliest times to the present day. From pre-Columbian times to the era of colonization, the conflicts of the nineteenth century, and the re-emergence of Indian identities and Red Power in the twentieth and twenty-first centuries. The experiences of First Peoples in Canada and Mexico. Extensive use of films and
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120. History of Socialism and Communism. CCI, CZ The origins and development of socialist and communist movements from pre-Marxian times to the present across cultures and nationalities. Instructor: Staff. One course. C-L: Comparative Area Studies

121A. Globalizing Protest. CCI, CZ The economics and politics of contemporary globalization with a focus on the social and democratic deficit in the existing international trade and investment regime. Explores the concrete policy proposals and alternative visions articulated by transnational social movements from Seattle 1999 to today. Instructor: French. One course. C-L: Public Policy Studies 133, Political Science 160AD

122A. The Economic History of Japan, 1850 to the Present. CCI, CZ The economic achievements and problems of Japan in their historical and comparative context. The prewar and wartime economy; postwar and current issues. How economic development has transformed ordinary people's lives. Instructor: Partner. One course. C-L: Economics 120, Markets and Management Studies

123S. Madness and Society in Historical Perspective. CCI, SS, STS Mental illness and psychiatric treatment from antiquity to the present with special concentration on the nineteenth and twentieth centuries in Europe, America, and Russia. Instructor: M. Miller. One course. C-L: Comparative Area Studies, Health Policy


125B. Modern American Legal History. CCI, CZ, R SS Law and society in the United States from the American Revolution to the present. Changing institutional structures of the American legal system, popular understandings of legal authority, and the social uses of law. Includes such topics as property, crime, and legal personhood; the law's impact on social identity and access to power; the consequences of economic and social transformations for America's legal order. Instructors: Balleisen, Edwards or Kornbluh. One course.

125D. The Enlightenment: A Social, Cultural, and Intellectual Survey. CCI, CZ, W The period's intellectual trends (the rise of modern science, modern social and political theory, philosophy, and individualism) studied in their original context. Subjects examined include modes of production; political authority; empire; literature, art, and music; fashion and leisure; news, gossip, and scandal; outbreak of revolution. Instructor: Reddy. One course.

126A. United States Political History, 1789-1900. CZ, SS The development of American politics between the end of the Revolution and 1900. The extension and limitations of democracy; the emergence and extension of parties as the central institution of politics; the relationship between popular political initiatives and party politics; the clash and transformation of party policies and ideologies; and the growth and transformation of the American state. Instructor: Huston. One course.

127A. The Caribbean, 1492-1700. CCI, CZ The Caribbean region from the arrival of Columbus (1492) to the emergence of sugar and slavery as powerful shapers of society and culture, by 1700. Instructor: Gaspar. One course. C-L: African and African American Studies 127A, Comparative Area Studies, Latin American Studies

128S. Introduction to Oral History. CZ, R One course. C-L: see Documentary Studies

130B. Introduction to Economic History. CCI, CZ, SS One course. C-L: see Economics 132

132. Modern World Environmental History, 1500 to the Present. CCI, CZ, EI Environmental effect of global economic growth across cultures and nations. Impacts of agriculture, forestry, mining, and industry on the biosphere. Use of freshwater resources. Effects of modern transportation and urbanization. The world environmental movement. Not open to students who have taken History 32S. Instructor: Richards. One course. C-L: Comparative Area Studies

133A. Poverty and Sanctity in Medieval Society. CCI, CZ, EI Are the poor holy? Medieval Europeans' anxieties about the moral relationship between poverty and wealth has bequeathed a complex legacy to the modern West. This course examines medieval contexts of poverty and profitmaking as well as ideas about heretics, saints, lepers, and moneylenders in order to explore the concern with poverty that generated powerful reform movements in the high Middle Ages. Instructor: Staff. One course. C-L: Medieval and Renaissance Studies 133A

133B. British Isles in the Middle Ages. CCI, CZ, EI From the fifth through the fourteenth centuries. Not open to students who have taken History 134. Instructor: Staff. One course. C-L: Medieval and Renaissance Studies 133B


134B. History of Jews in the Late Middle Ages. CCI, CZ, R The period between the year A.D. 1000 and A.D. 1500. Jewish activity in western Europe; the church's attitude toward the Jews; their monetary activity and the history of their families and their private lives. Instructor: Shatzmiller. One course. C-L: Medieval and Renaissance Studies 134B, Judaic Studies

134C. Jewish History, 1780's to the Present. CCI, CZ, EI, SS Major developments in Western Jewish history from the Enlightenment to today. Emancipation, economic rise, demographic patterns, Western migration, Jewish intellectuals, the Jewish left, cultural contributions, the emergence of racial antisemitism, Zionism, the Holocaust, Jewish pluralism in the United States, the future. Instructor: Hacohen. One course. C-L: Judaic Studies

135A. Europe in the Twentieth Century. CCI, CZ An examination, emphasizing cultural and political trends, of the turning points that have shattered political unity (two world wars, economic depression, protest movements, the Cold War and ethnic strife), as well as forces for unification (modernist literature, film and music, political ideologies, the Common Market, and post-1989 revival). Instructor: Koonz. One course.

135B. Weimar and Nazi Germany. CZ, R The impact of World War I on German morale, the emergence of an exciting avant garde culture in Berlin, the establishment of a multiparty parliamentary government, women's emancipation, and economic crisis in the hyperinflation of 1922 and the Great Depression. Against this progressive background, Hitler's mobilization of masses of followers, seizure of power, and establishment of the first racial society. The killing fields and concentration camps on the Eastern Front. Instructor: Koonz. One course. C-L: Comparative Area Studies

135C. Germany and the Cold War. CZ, R Accounts from Holocaust survivors; the politics and the culture of the Cold War in East and West Germany, especially the contrast in public memory of the Nazi past, protest movements, economic developments, and popular culture. The collapse of Communism and the rise of neo-
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Nazi protest, even as Germany prepares for full integration within Europe. Instructor: Koonz. One course. C-L: Comparative Area Studies

136A. Introduction to Contemporary Latin America. CCI, CZ Interdisciplinary introduction to the peoples, cultures, and burning issues of contemporary Latin America and the Caribbean. Required course for students seeking the certificate in Latin American Studies. Instructor: French, Olcott, or staff. One course. C-L: Latin American Studies 136, Comparative Area Studies

137. Comparative Approaches to Global Issues. CCI, CZ, SS One course. C-L: see Comparative Area Studies 125; also C-L: Cultural Anthropology 125, Political Science 125, Religion 183, Sociology 125, Marxism and Society

138. Reformation Europe. CCI, CZ The interplay of social, economic, and political developments in Central Europe from the eve of the Reformation to the end of the Thirty Years' War, with particular attention to the links between religion, gender, and the social order. Instructor: Robisheaux. One course. C-L: Medieval and Renaissance Studies 138, Comparative Area Studies

139B. Modern South Asia. CZ, EI, W South Asian history from the rebellion of 1857 to independence and partition in 1947. Topics include the impact of colonial rule on the economy; politics and social formation of the subcontinent; the rise of nationalism; religion and politics; and the position of women. Rights for religious minorities, women, and lower caste people and the ethical/moral basis for new nations. Instructor: Kaiwar. One course. C-L: Comparative Area Studies

140A. The Idea of Nature. CZ, STS The study of nature from ancient times to the present, as pursued by scientists, religious thinkers, philosophers, and artists: topics include the historical development of the sciences and the comprehension of nature; the artistic contemplation of nature; and the concern to exploit or conserve Nature. Instructor: Mauskopf. One course.

140B. Multinationalism and Multiculturalism in the Slavic World. CCI, CZ One course. C-L: see Russian 137

141A. Identity and Cultural History: The Ottoman Context. ALP, CCI, CZ, R One course. C-L: see Turkish 135; also C-L: Cultural Anthropology 152, Religion 161F

141B. History of Economic Thought. CCI, R, SS, W One course. C-L: see Economics 148; also C-L: Comparative Area Studies

143A. Ancient and Early Modern Japan. CCI, CZ Japan from earliest settlement to 1868; the Heian Court, rise of the samurai, feudal society and culture, the Tokugawa age, and the Meiji Restoration. Instructor: Wigen. One course. C-L: Comparative Area Studies

143B. The Emergence of Modern Japan. CCI, CZ A survey of modern Japanese history from 1850 to the present. Emphasis on social change as experienced by ordinary people. Includes a comparative overview of Japan's experience of modernity. This class is not open to students who have taken History 122A. Instructor: Staff. One course. C-L: Comparative Area Studies, Markets and Management Studies

144A. The Crusades to the Holy Land. CCI, CZ, R The crusades to the Holy Land and other manifestations of European expansionism, for example, the reconquest of Spain and the foundation of a Norman Kingdom in Sicily. Instructor: Shatzmiller. One course. C-L: Medieval and Renaissance Studies 144C, Judaic Studies

144B. Tolstoy and the Russian Experience. ALP, CCI, CZ, EI One course. C-L: see Russian 144

145A. African American History. CCI, CZ First part of a two-course sequence examining the black experience in America from slavery to the present. Instructor: Gavins. One course. C-L: African and African American Studies 145A, Comparative Area Studies, Documentary Studies

146A. Adam Smith and the System of Natural Liberty. SS, STS, W One course. C-L: see Economics 146; also C-L: Comparative Area Studies

147. Magic, Religion, and Science since 1400. CCI, CZ, STS The history of magic and witchcraft in western culture from the Renaissance to the present, with particular attention to the relationship of supernatural beliefs to religion and science. The renewal of magic, astrology, and alchemy in the Renaissance; early modern witch beliefs and the witch hunt; national skepticism in the Enlightenment; modern marginal sciences such as parapsychology; and adaptations of magical beliefs to modern culture in the nineteenth and twentieth centuries. Instructor: Robisheaux. One course. C-L: Medieval and Renaissance Studies 147B

148A. Aspects of Renaissance Culture. ALP, CCI, CZ One course. C-L: see Medieval and Renaissance Studies 115; also C-L: Art History 149, Italian 125, English 123E

148B. History of Medieval and Renaissance Italy. ALP, CZ The history and literature of the first early modern European culture and society. Instructor: Witt. One course. C-L: Medieval and Renaissance Studies 148B

149. World Military History. CZ, STS Comparative study of war as a social institution in different times and cultures. Topics include the origins of war and war in ancient China, classical Greece, the Middle Ages, early modern Europe, colonial America, nineteenth-century Japan, the cold war, and Vietnam. The impact of technological developments on war and the way in which the tools of war shaped conflict between societies. Instructor: Roland. One course.

150BS. The Documentary Experience: A Video Approach. ALP, R, SS One course. C-L: see Public Policy Studies 105S; also C-L: Cultural Anthropology 134S, Film/Video/Digital 105S, Political Science 156S, Documentary Studies 105S

151A. The History of the Renaissance in Europe 1250-1550. CZ, W Not open to students who have taken History 104. Instructor: Witt. One course. C-L: Medieval and Renaissance Studies 151A, Comparative Area Studies

151C. European Intellectual History, 1789-1848. CCI, CZ Contextual study of some major works in European social and political thought from the late Enlightenment and the French Revolution to the revolutions of 1848. Readings in Kant, Wollstonecraft, Burke, de Staël, Constant, Hegel, Marx, and Tocqueville, as well as in secondary interpretations and historical works. Instructor: Hacohen. One course.

152. The Modern Middle East. CCI, CZ The historical development of the Middle East in the nineteenth and twentieth centuries. The emergence of nation-states in the region following World War I. Instructor: Y. Miller. One course. C-L: Comparative Area Studies, Judaic Studies

153B. History of Globalization in the Twentieth Century. (QID) CCI, CZ, SS One course. C-L: see Economics 138

154A. Soviet Propaganda. ALP, CCI, CZ One course. C-L: see Russian 154

154CD. The History of Emotions. CCI, CZ, R, W Codes of conduct aimed at the management, expression, and concealment of emotion over the last thousand years of European history, with a focus on the self, manners, dress, romance, and aggression; comparison of developed Western notion of emotions with configurations of emotional expression and emotional practices in selected other parts of the world: within Islam, the Hindu tradition, Japan, certain postcolonial settings. Not open to students who have taken History 154C or Cultural Anthropology 154. Instructor: Reddy. One course. C-L: Cultural Anthropology 154D

155. Mexico Since Before Cortes. CCI, CZ Survey of Mexican history since before the encounter between European and native peoples, the experience of conquest,
independence rebellions, liberal reforms, revolution, and modernization. Instructor: Olcott. One course. C-L: Latin American Studies

156A. The Reformation of the Sixteenth Century. CCI, CZ, EI One course. C-L: see Religion 158; also C-L: Medieval and Renaissance Studies 156A

156B. History of the Christian Church. CCI, CZ, EI One course. C-L: see Religion 120

157A. Rise of Modern Science: Early Science through Newton. CZ, STS, W The development of science and medicine with attention to cultural and social influences upon science. Instructor: Mauskopf. One course.


159D. Afghanistan: Warriors and Nation Building. CCI, CZ The role of Afghan ethnic groups in the Mughal Empire in India during the 1600s, and the Afghan Durrani empire in the 1700s; Afghanistan caught between the Russian and British Empires during the 1800s, and Afghan state-building and nation-building during the 1900s. The present political, economic and social situation in Afghanistan after the United States-Taliban war. The role of Islam; ethnic identity; Afghan Diaspora; role of women; nation-building and great power conflicts. Instructor: Richards. One course.

161. History of Modern Russia. CZ Medieval origins of the Imperial Russian state, concentrating on the period between the reign of Catherine the Great (1762-1796) and the death of Lenin in 1924. Emphasis on state authority, ruling elites, and the formation of the opposition revolutionary movement leading to the Bolshevik seizure of power in 1917. Instructor: M. Miller. One course. C-L: Comparative Area Studies


164AD. Love in the Western World. CCI, CZ The history of love, sex, and marriage in Western Europe from the Greeks to the late sixteenth century. Instructor: Witt. One course. C-L: Medieval and Renaissance Studies 164D

165A. American Women, 1600-1877. CCI, CZ Instructor: Staff. One course. C-L: Women's Studies

166A. The Insurgent South: Movements for Social Change Since the Civil War. CZ, SS One course. C-L: see Public Policy Studies 166

167A. United States Foreign Policy I: From World War II to Vietnam War. CCI, CZ, EI, SS One course. C-L: see Public Policy Studies 169A

168A. The Emergence of the Atlantic Basin to 1713. CCI, CZ, W The forces unleashed by the expansion of European influence into the Atlantic Islands along the west and southwest coast of Africa, and across the Atlantic Ocean into the Americas. Instructor: Gaspar. One course. C-L: Latin American Studies


169A. American Women, 1600-1877. CCI, CZ Instructor: Staff. One course. C-L: Women's Studies

170B. Exploring Latino Identity in the Twentieth Century. CCI, CZ, W Interdisciplinary exploration of the formation of Latino identities over the course of the twentieth century, focusing largely on Mexican-American identities but also considering the experiences of South America, Central American, and Caribbean immigrants to the United States. Uses a wide range of sources, including histories, novels, films, journalistic reports, and ethnographic studies. Instructor: Olcott. One course.
170C. Afro-Brazilian Culture and History. CCI, CZ, R Slavery and the post-emancipation trajectory of Afro-Brazilians in a racist society which officially proclaims itself a "racial democracy." Comparisons drawn with the Afro-American experience elsewhere in Latin America and the United States. Instructor: French. One course. C-L: African and African American Studies 170, Latin American Studies

171A. Women in the Middle Ages and Renaissance. CCI, CZ, R Women in Europe from medieval times to 1800 with attention to economic, social, and intellectual experience. Instructor: Neuschel. One course. C-L: Medieval and Renaissance Studies

172. China and the West. CCI, CZ Survey course with overview of the pre-nineteenth-century Western contacts with China (for example, the French Physiocrats and European idealization of China, early American and English trade). Focus on nineteenth-century topics such as the Opium Wars, British and French imperialism, the efforts to import western technology into China by Westerners, and twentieth-century matters such as the impact of the Russian Revolution and Euro-American foreign policy towards China, concluding with Nixon's visit to China in 1972 and the re-establishment of Sino-American foreign relations. Instructor: Mazumdar. One course.

172B. China from Antiquity to 1400. CCI, CZ Beginning with the early neolithic cultures, focus on the evolution of Han civilization, the formation of the imperial state system in China, ecological adaptations and foundations of the agrarian economy, the coming of Buddhism to China, and China's contacts with other peoples and regions of Asia up to A.D. 1400. Instructor: Mazumdar. One course.

174B. Modern Latin America. CCI, CZ A survey of nineteenth- and twentieth-century economic, social, and cultural change. Not open to students who have taken History 177. Instructor: Staff. One course. C-L: Comparative Area Studies, Latin American Studies

175S. The Southern Plantation as Historical Laboratory: Odyssey in Black and White, 1770-1970. CCI, CZ, W Readings and discussion on the plantation as a microcosm of Southern social history since 1770, emphasizing the parallel evolution of black and white communities, families, economies, cultures, perceptions, and power struggles. Instructor: Nathans. One course. C-L: African and African American Studies 175S

176B. African American Intellectual History, Twentieth Century. CCI, CZ, W One course. C-L: see Cultural Anthropology 175; also C-L: African and African American Studies 178

176D. Globalization and the Limits of Translation. CCI, CZ, W The character of translation, not just between languages, but also among (1) modes of performances: music, dance, written and oral discourse, (2) disciplines of knowledge, and (3) local practices. The cross-cultural communication demanded by the expansion of global interconnections. Instructors: Mignolo and Reddy. One course. C-L: Romance Studies 176D, Cultural Anthropology 176D, Literature 143B, Dance 176

177A. American Constitutional Development I. SS One course. C-L: see Political Science 177A

177B. Modern American Constitutional Development II. SS One course. C-L: see Political Science 177B

178A. Science and Technology in the Ancient World. CCI, CZ, STS One course. C-L: see Classical Studies 101

179A. Classics of Western Civilization: The German Tradition, 1750-1930. ALP, CCI, CZ One course. C-L: see German 182; also C-L: English 148, Political Science 134, Literature 163B

179BS. The Inca Empire and Colonial Legacies. CCI, CZ, SS One course. C-L: see Cultural Anthropology 191FS

180. The Soviet Experience. CCI, CZ A survey of the history of Russia and the Soviet Union from the eve of the Revolution to the present day with particular emphasis on
314 Courses and Academic Programs

political, social, and cultural change and continuity. Not open to students who have had History 262. Instructor: Staff. One course. C-L: Comparative Area Studies

182C. History of Greek and Roman Civil Law. CCI, CZ, EI One course. C-L: see Classical Studies 102

184S. Canadian Issues. CCI, SS One course. C-L: see Canadian Studies 184S; also C-L: Cultural Anthropology 184S, Political Science 184S, Sociology 184S, Comparative Area Studies

186. Marxism and Society. SS One course. C-L: see Cultural Anthropology 139; also C-L: Education 139, Literature 181A, Sociology 139, Comparative Area Studies, Marxism and Society

189B. History of Public Health in America. CZ, R, STS The role of epidemic diseases such as smallpox, cholera, yellow fever, tuberculosis, and polio in shaping public health policy in the United States from the colonial era to World War II. Instructor: Humphreys. One course. C-L: Health Policy

190. The History of Women in Science and Medicine. CCI, CZ, STS The history of scientific and medical theories about women and an analysis of women as participants in the evolution of science and medicine. Instructor: Staff. One course. C-L: Women's Studies

191. Research Independent Study. R Independent Study is usually undertaken by students concurrently with the Honors Seminar, or with an instructor with whom they have had a course. Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.


195S. Junior-Senior Seminars in Special Topics. CZ, R Practice of historical research interpretation and writing with focus on a specific historical question. Topics are numerous and vary each semester. Most seminars are offered for one semester and carry one course credit; some seminars are offered for year-long study and carry two course credits. If students wish to enroll in only one semester of a year-long seminar, they must obtain permission from the instructor. Both history majors and nonmajors may enroll in the seminars during their junior or senior years. Students are urged to enroll in their junior year if they expect to apply for the Senior Honors Seminar (History 197S-198S) or to practice-teach in their senior year. Instructor: Staff. One course.

196S. Junior-Senior Seminars in Special Topics. CZ, R See History 195S. Instructor: Staff. One course.

197S. Senior Thesis Seminar. CZ, R, W Designed to introduce qualified students to advanced methods of historical research and writing, and to the appraisal of critical historical issues. Open only to seniors, but not restricted to candidates for graduation with distinction. This course, when taken by a history major, is accompanied by either a year-long 195S-196S seminar, two courses at the 200 level, or 191-192 independent study, supervised by an instructor. Instructor: Staff. One course.

198S. Senior Thesis Seminar. CZ, R, W Continuation of History 197S. Instructor: Staff. One course.

199A. The Development of Modern Economic Thought. R, SS, STS, W Selective survey of the development of economic thinking in the twentieth century, with emphasis on the construction of economics as a science. Research papers required. Prerequisite: Economics 1, 1A, 1D or 51D; and Economics 2, 2A, 2D, 52D or 55D. Instructor: Weintraub. One course. C-L: Economics 190S
For Advanced Undergraduates and Graduates


202S. The Russian Revolution. CZ, R An analysis of the Bolshevik seizure of power in 1917 and the establishment of a revolutionary society and state during the 1920s. Instructor: M. Miller. One course. C-L: Comparative Area Studies

203S. Topics in Modern World Environmental History. CCI, CZ, STS Human effects upon the natural environment across regions, cultures, and nations; analytical case studies and a synthetic global perspective. Instructor: Richards. One course.

209S. Race, Class, and Gender in Modern British History. CCI, CZ, EI The intersection among gender, race, and class identities in British history since the eighteenth century, a period of tremendous economic, social, and political change resulting from industrialization and imperial expansion. Issues include the impact of industrialization on gender and class consciousness, the role of women, the middle classes and the working classes in the campaign against slavery, British workers’ reactions to colonization, British women in the empire, and sexuality and the evolution of racialist discourse. Instructor: Thorne. One course. C-L: African and African American Studies 209S

211S. History of Poverty in the United States. CCI, CZ, SS A history of poverty and poverty policy in the United States from the colonial era to the present. The changing experience of poverty, efforts to analyze and measure poverty, and attempts to alleviate or eliminate it. Attention paid to the reasons for the durability of poverty in a wealthy nation and to the forces shaping the contours of anti-poverty policy. Instructor: Staff. One course. C-L: Public Policy Studies 270S

221AS. The Society and Economy of Europe, 1400 - 1700. CCI, CZ, R The dynamism of the early modern world with a focus on Europe’s recovery and expansion during the "long sixteenth century;" special attention to the relationship of population structures to the economy, agrarian expansion and the world of the village; capitalist trade and industry; the "crisis of the seventeenth century;" family and household structures; the aristocracy; and the structure of life at court, in the cities and countryside. Instructor: Robisheaux. One course. C-L: Medieval and Renaissance Studies 220AS, Economics 204S

221BS. Religion and Society in the Age of the Reformation. CZ, R The social history of religion in the age of the Protestant Reformation and Catholic Renewal; ritual and community in the fifteenth century; the Protestant Reformation and social change; the urban reformation in Germany and Switzerland; women and reform; Protestant and Catholic marriage, household and kinship; Catholic renewal; the formation of religious confessional identities; religion and violence; interpreting "popular" religious culture; and witchcraft. Instructor: Robisheaux. One course. C-L: Medieval and Renaissance Studies 220BS


224S. The World Wars. CZ, EI Continuation of History 223S. Instructor: Staff. One course.

228S. Twentieth Century Social Movements in America. CCI, CZ, EI, SS Focus on the emergence of the women’s movement and the civil rights movement, both concerned with issues of equality and justice, in the United States during the post-New Deal period. Instructor: Chafe. One course.

232A. Historical and Anthropological Approaches to Emotion. CCI, CZ, R Examines emotion as a collective and historical phenomenon prompted by dissatisfaction with
rigid notions of culture and current concern about the social construction of the self and identity. Instructor: Reddy. One course. C-L: Cultural Anthropology 232S


255A. Courts, Wars, Legacies of Wars. R, SS One course. C-L: see Political Science 238S

255B. War and the National State. R, SS, STS One course. C-L: see Political Science 288

256. Modern Literature and History. ALP, CCI, CZ, FL One course. C-L: see French 256; also C-L: Comparative Area Studies

260. Fifth- and Fourth-Century Greece. CCI, CZ, R One course. C-L: see Classical Studies 222

266. Late Antiquity. CCI, CZ, R One course. C-L: see Classical Studies 226


272S. Fin-de-siècle and Interwar Vienna: Politics, Society, and Culture. CCI The cultural milieu of fin-de-siècle and interwar Vienna. Freud, Kraus, the Austro-Marxists, Neurath, the Austrian School of Economics, Wittgenstein, the Logical Positivists, Popper, and Musil; monographs on Viennese culture (Schorske), feminism, and Austrian socialism. Instructor: Hacohen. One course.

283S. Seminar in North American Studies. Topics vary each semester. Instructor: Staff. One course.

287A. Popular Religion/Culture. CCI, CZ One course. C-L: see Religion 287

294S. Women and Medicine in the United States. CCI, CZ, R The history of women as patients and practitioners from the colonial era to the present. The concept of "practitioner" broadly defined, to include domestic medicine, midwives, nurses, physicians, and other alternative medical women. Themes include birth control, women's control of their own bodies, sources of authority for medical practice, race and health, and the underlying general history of medicine in the United States. Instructor: Humphreys. One course. C-L: Health Policy

296S. United States Policy in the Middle East. CCI, SS One course. C-L: see Public Policy Studies 257S; also C-L: Comparative Area Studies

299S. Special Topics. CZ Seminars in advanced topics, designed for seniors and graduate students. Some semesters open to seniors and graduate students; some semesters limited to graduate students only. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED

205. Studies in Special Topics. CZ

29. Comparative Revolutions: France, 1789 - Russia, 1917. CCI, CZ

100B. Duke in Spain: Special Topics on History. CCI, CZ

100C. Duke in Britain: Special Topics on History. CCI, CZ

100N. Duke in Japan: Special Topics on History. CCI, CZ

100Q. Duke in India: Special Topics on History. CCI, CZ

100V. Duke in Greece: Special Topics on History. CCI, CZ

109. Contemporary Global Issues. SS

110. History of Eastern Europe in Modern Times. CCI, CZ

316 Courses and Academic Programs
The history major has two basic objectives. First, it seeks to offer students broad exposure to the histories of our own and other societies, to the recent and the more distant past, and to the variety of approaches to the study of history. Second, it seeks to allow study in depth of the history of a particular time and place, or a particular type of history. The goal of breadth is addressed in the distribution requirements for coursework across four geographic areas and in premodern as well as modern history. Depth is achieved through the requirement that students identify a primary field of study.

Major Requirements. Ten history courses, at least eight of which must be at or above the 100 level. One Advanced Placement credit may count toward meeting the ten-course history requirement. The ten courses are to be distributed as follows:

1. Areas of History: One course each in ANY THREE of the four geographic OR thematic areas listed below; two upper-level courses in the premodern era (see pre-1800 course list below).

2. Primary Field: At least four courses in the student’s primary field of history. A primary field may be chosen from any geographic or thematic area. Students may propose other thematic areas, and seek approval from the director of undergraduate studies and the student’s history advisor. One course below the 100-level may be counted toward the student’s primary field; primary-field courses may count toward meeting the area and premodern distribution requirements.

3. Research Requirements: Each major must take at least two research seminars (History 195S, History 196S, or 200-level courses). Substitution of other seminars must be approved by the director of undergraduate studies and the course instructor. One research course must be an upper level research seminar in the student’s primary field.

New Major’s Seminar
Majors are encouraged, but not required, to take a seminar especially designed for new majors in history. The new-major seminars explore how historians recreate the past; new majors develop analytical, research, and writing skills useful in further history courses and in each student’s life-journey.

Geographic Areas are: (1) United States and Canada (USC); (2) Europe and Russia (EUR); (3) Latin America and Caribbean (LAC); (4) Africa, Middle East, Asia (AMEA). In cases of global or comparative courses, consult the history major’s handbook or contact the Office of Undergraduate Studies.
Courses by Geographic Area

African, Middle East, Asia

Europe and Russia

Latin America and Caribbean

United States and Canada

Global Comparative Courses

Thematic Areas include: 1) History of Medicine, Science, and Technology; 2) Military History; 3) History of Women and Gender; 4) African Diaspora.


Double counting: Courses can fulfill two or more requirements. For example, History 21D would count as both a pre-modern class and as a European field. For a student with primary focus on Europe, it would also count toward the primary field requirement.

Advanced Placement: The history department will count ONE Advanced Placement credit (score of 4 or 5) in any field of History toward the requirement of ten courses for the history major.

Transfer Credit. At least eight of the ten courses required for the history major must be taken at Duke.

Foreign Languages. Majors interested in a particular area of study benefit from knowledge of the language of that area. Majors who contemplate graduate work are reminded that a reading knowledge of one or more foreign languages is required.
Majors Planning to Teach. Majors who plan to teach in secondary schools should consult an advisor in education. Rising juniors who intend to practice-teach in the senior year should take the 195S-196S or 197S-198S seminars or 200-level courses as juniors.

Departmental Graduation with Distinction. Any student who is qualified (see the section on honors in this bulletin) may apply to the director of undergraduate studies for permission to undertake work leading to a degree with distinction in history.

THE MINOR

The history minor offers students specializing in another department or program the opportunity to enrich their studies with an historical perspective. The minor requirements are a minimum of five history courses, at least three of which must be at the 100 level or above. Courses taken pass/ fail or Advanced Placement credits do not count toward the minor; one transfer course may count toward the requirements for the minor.

House Courses (HOUSECS)

House courses, offered in the fall and spring terms, are intended to provide academic experiences that are not offered by regular departmental courses. A house course must be hosted by a residential unit, sponsored by a faculty member in Trinity College of Arts and Sciences, reviewed by the department of that faculty member, and approved by the Committee on Courses of Instruction of the Arts and Sciences Council. House courses carry a half-course credit. In the Pratt School of Engineering, house courses cannot be used to meet degree requirements. In Trinity College, not more than two semester-course credits earned in house courses can be counted toward the course requirement for graduation. House courses do not count toward other requirements. Grades are submitted only on the pass/ fail basis. Further details are available in 04 Allen Building.

79. House Course. Special topics course. Information about specific offerings each term available prior to the start of classes at the following website: http://www.aas.duke.edu/trinity/housecrs/hc.html. Pass/ fail grading only. Instructor: Staff. Half course.

Human Development (HUMANDEV)

Associate Research Professor Gold, Director; Assistant Professor Gustafson; Instructor Maxson

The Human Development Program offers a certificate but not a major. The goal of this interdisciplinary program is to broaden the perspectives of students interested in human development and human behavior and to enhance students' understanding of the biopsychosocial perspective of development across the life course. The Program also highlights ways in which relevant disciplines conceptualize and study continuity and changes across the human life course, demonstrates how disciplinary perspectives complement and extend each other, and facilitates dialogue among faculty and students with common interests in human behavior.

The Human Development Program's goals are fostered by an integrated curriculum of required and elective courses that include a Research Apprenticeship and a Senior Seminar. All students enrolled in the Certificate Program receive personal advising from the Program Director as they plan their course and research opportunities. Students who complete all six required courses receive a certificate; however, participation in Human Development courses (124 and 180) is available to all undergraduates.

The curriculum for the Human Development Certificate includes four required courses and two electives. The required courses, described below, are Human Development 124 (Human Development); and either Human Development 180 (Psychosocial Aspects of Development) or Psychology 159S (Biological Psychology of
Human Development); Human Development 190 (Research Apprenticeship in Human Development); and Human Development 191S (Senior Seminar in Human Development). NOTE: The Research Apprenticeship experience can also be met by completing a research independent study in an academic department; this requires pre-approval by the Director of the Program.

Two elective courses are chosen from a list of biological, psychological, and social science courses affiliated with the program published in the Program Brochure and on the Program website (www.geri.duke.edu/education/?????). The Research Apprenticeship arranged through the program and the Senior Seminar are available only to students seeking the Program Certificate. Other components of the program are available to all undergraduates.

HUMAN DEVELOPMENT COURSES
50. Duke-Administered Study Abroad: Special Topics in Human Development. Topics differ by section. Instructor: Staff. One course.
100. Duke-Administered Study Abroad: Advanced Special Topics in Human Development. Topics differ by section. Instructor: Staff. One course.
180. Psychosocial Aspects of Human Development. CCI, EI, R, SS One course. C-L: Psychology 130, Sociology 169
190. Research Apprenticeship in Human Development. R Supervised research in a laboratory, on a specified research project, or in an organizational setting. Consent of the Director of the Undergraduate Program in Human Development required. Instructor: Gold. One course.
191S. Capstone Seminar in Human Development. CCI, EI, R, SS Synthesis of developmental theories with real-life experiences over the life course. Current ethical and moral issues, such as biomedical ethics and values across the life course (including treatment of very low birth weight babies to Do Not Resuscitate orders), and comparisons among different age groups. Normative and non-normative behavior across the life course. Individual and group research projects required. Consent of instructor required. Students required to take this course as second-semester seniors in order to receive the Human Development Certificate. Instructor: Gustafson or staff. One course.
192S. Special Topics in Human Development. SS Selected theoretical, methodological, and applied topics with emphasis on social change, psychological development, and policy issues in aging societies. Instructor: Staff. One course.

OTHER COURSES
Psychology
159S. Biological Psychology of Human Development

Immunology
For courses in Immunology, see Medicine (School)- Graduate (School) Basic Science Courses Open to Undergraduates.

Information Science and Information Studies (ISIS)
Associate Professor of the Practice Lucic, Director

A certificate, but not a major, is available in this program.

The Information Science and Information Studies (ISIS) certificate program offers students an interdisciplinary approach to study the nature of information and its impact on art, culture, science, business, society, and the environment. ISIS helps students fill the gap between current academic training and the increasing demand in
all professions for a broad understanding of the legal, social, philosophical, computational, and aesthetic issues concerning information technology and other related innovations. The program's integrated curriculum combines topics and practices including information management; photonics and visualization; multimedia design; issues of security, privacy, and property; and the history of science and technology.

Course of Study
The certificate requirements include a team-taught introductory course, a computer science course, three electives, and a research-oriented capstone course.

Certificate Requirements
The ISIS Certificate requires six courses:

A. Information Science and Information Studies 100: Perspectives on Information Science and Information Studies.

B. For non-computer science and non-engineering majors, Computer Science 4, Computer Science 6, Computer Science 114, or another upper-level Computer Science course. For computer science and engineering majors, a 100-level course in applications, e.g. Public Policy Studies 126 (Internet Politics and Policy), Religion 185 (Ethics and the Internet).

C. Three 100- or 200-level electives selected from a list of ISIS-approved courses.

D. Information Science and Information Studies 200; Capstone Seminar.

No more than three courses may originate in a single department and no more than two courses that are counted toward the ISIS Certificate may also satisfy the requirements of any major, minor, or other certificate program.

Program enrollment
Only students who have officially declared their major may enroll in the program, although all students may take ISIS courses on a first-come/first-served basis, with ISIS certificate students having preference.

INFORMATION SCIENCE AND INFORMATION STUDIES COURSES
100. Perspectives on Information Science and Information Studies. CZ, STS Survey of topical issues pertaining to Information Technology and its impact on our world, society, and our daily lives. A variety of intellectual modules exploring the understanding of information systems, information technology in the arts and humanities, the physical nature of information, ethical/policy implications, and ownership and control of information. Instructor: Staff. One course.

120S. Special Topics in Information Science and Information Studies. Topics vary per semester. Instructor: Staff. One course.

150. Digital Textuality: Theory and Practice of Digital Editing in the Humanities. ALP, R, STS One course. C-L: see English 150A

166S. Making Media. ALP, STS One course. C-L: see English 181AS; also C-L: Institute of the Arts 104S, Art History 118BS

169S. The Internet and Politics. (QID) SS, STS One course. C-L: see Political Science 129S

200S. Information Science and Information Studies Capstone Seminar. R Capstone course limited to ISIS certificate students. Interdisciplinary teams of students collaborate on original research projects, e.g. develop or analyze software or hardware devices, create a multimedia artwork or performance, implement a distance-learning program, or develop a web-based outreach program in support of a not-for-profit organization. Broad implications of technologies under investigation are analyzed in a
report and published on World WideWeb. Projects pursued in partnership with faculty research and the Triangle technology industry are especially encouraged. Prerequisite: ISIS 100. Projects must be approved by ISIS Director by preceding April 1. One course.

COURSES CURRENTLY UNSCHEDULED
232S. Issues in International Communications. EI, R, SS, STS

PROGRAM COURSES
Art History
185. New Media in the Information Age
Biology
268L. Ecological Models and Data
Computer Science
1. Principles of Computer Science
4. Programming and Problem Solving
6. Program Design and Analysis I
495. First-Year Seminar
975. Minds and Computers: Foundations of Artificial Intelligence
100. Program Design and Analysis II
106. Programming Languages
108. Software Design and Implementation
114. Introduction to Computer Networks
116. Introduction to Database Systems
170. Methodologies in Artificial Intelligence
181S. Computer Science Seminar
1825. Technical and Social Analysis of Information and the Internet
Cultural Anthropology
143A. Cyborgs
147. Introduction to Islamic Civilization
191ES. Global Environmentalism and the Politics of Nature
Documentary Studies
103. Special Topics in Sound Technology
Economics
139D. Introduction to Econometrics
141. Applied Econometrics
151. Basic Finance and Investments
2205. Computer Modeling for Policy Analysis
Education
113S. Educational Technology
Electrical and Computer Engineering
142. Introduction to Robotics and Automation
152. Introduction to Computer Architecture
156. Computer Network Architecture
157. Computer Network Analysis and Design
158. Web Technologies
189. Digital Image Processing
255. Mathematical Methods for Systems Analysis I
257. Performance and Reliability of Computer Networks
258. Artificial Neural Networks
English
183S. Film and Video Theory and Practice
280. Twentieth-Century Reconceptions of Knowledge and Science
Environment
231L. Ecological Models and Data
Film/Video/Digital
101S. Special Topics in Advanced Film or Video 100S. Film and Video Theory and Practice
102S. Film Animation Production
103S. Special Topics in Sound Technology
108S. Topics in New Technologies/ Digital Media
German
128S. Utopias and Nightmares: Science, Technology, and German Culture
2655. Science and Technology in Nineteenth-Century German Culture

History
101G. Introduction to Islamic Civilization

Linguistics
103. Symbolic Logic
107. Language Technologies and Culture Acquisition
108. Philosophy of Mind

Literature
145. Special Topics in Science and Culture
260. Twentieth-Century Reconceptions of Knowledge and Science

Mathematics
128S. Number Theory
135. Probability
136. Statistics

Medieval and Renaissance Studies
146A. Introduction to Islamic Civilization

Music
153S. Electronic Music: Introduction to Digital Synthesis
154S. Computer Music

Philosophy
103. Symbolic Logic
104. Foundations of Scientific Reasoning
110. Knowledge and Certainty
112. Philosophy of Mind
156. Philosophy of Computing
238S. Problems in the Philosophy and Policy of Genomics
253S. Philosophy of Mind

Physics
171L. Electronics
184. Topics in Applied Science

Political Science
276S. Media in Post-Communist Societies

Psychology
128. The Creative Mind
143S. Mind, Brain, and Computers
223S. Animal Learning and Cognition: A Neural Network Approach

Public Policy Studies
118S. Television Journalism
126S. Information, Policy, and Ethics
163S. Telecommunications Policy and Regulation
221S. Media and Democracy
243S. Media in Post-Communist Societies
260S. Science and Technology Policy

Religion
146. Introduction to Islamic Civilization

Russian
109. Language Technologies and Culture Acquisition

Sociology
114. Cybernetworks and the Global Village
156. Global Contexts of Science and Technology

Statistics and Decision Sciences
101. Data Analysis and Statistical Inference
102. Introductory Biostatistics
103. Probability and Statistical Inference
104. Probability
113. Probability and Statistics in Engineering
114. Statistics

324 Courses and Academic Programs
Theater Studies
173S. Film and Video Theory and Practice

Visual Arts
106. Digital Imaging
165S. Film Animation Production

Women's Studies
115. Cyborgs

Italian

For courses in Italian, see romance studies.

Japanese

For courses in Japanese, see Asian and African Languages and Literature.

Judaic Studies

Professor E. Meyers (religion), Director and Director of Undergraduate Studies; Professors Bland (religion), Golding (philosophy), Lerner (history), C. Meyers (religion), Sanders (religion), and Shatzmiller (history); Associate Professor HaCohen (history); Assistant Professor Stein (cultural anthropology); Visiting Assistant Professor Y. Miller (history)

A certificate, but not a major, is available in this program.

This program is sponsored by the interdisciplinary Duke Center for Judaic Studies. Participating departments and programs include Asian and African languages and literature, classical studies, comparative area studies, cultural anthropology, English, Germanic languages, history, medieval and renaissance studies, political science, religion, and women's studies. A full range of courses is available in classical and modern Hebrew. Also, relevant courses in Judaic studies may be taken at nearby UNC-Chapel Hill.

The certificate program offers students the flexibility to design, with the aid of a faculty advisor, a curriculum that meets individual interests and talents.

Six courses are required for the certificate, including Religion 40, Introduction to Judaism, and History 134C, Jewish History, 1780's to the Present. Four courses must be at or above the 100-level. Not more than three courses in Religion may count for the certificate. One (semester) Hebrew language course may count toward the certificate.

Asian & African Languages and Literature Studies
159. Palestine, Israel, Arab-Israeli Conflict

Cultural Anthropology
155. Palestine, Israel, Arab-Israeli Conflict

German
139S. Germany and the Holocaust

Hebrew
1. Elementary Modern Hebrew
2. Elementary Modern Hebrew
63. Intermediate Modern Hebrew
64. Intermediate Modern Hebrew

100. Duke-Administered Study Abroad: Advanced Special Topics in Hebrew
125S. Advanced Modern Hebrew
126S. Advanced Modern Hebrew
191. Research Independent Study

History
134A. History of Jews in the Early Middle Ages
134B. History of Jews in the Late Middle Ages
134C. Jewish History, 1780's to the Present
144A. The Crusades to the Holy Land
152. The Modern Middle East
Medieval and Renaissance Studies
134A. History of Jews in the Early Middle Ages
134B. History of Jews in the Late Middle Ages
134C. Jewish Mysticism
144C. The Crusades to the Holy Land
Religion
1. Biblical Hebrew I
2. Biblical Hebrew II
40. Judaism
100. The Old Testament/Hebrew Bible
101A. Selected Studies in the Bible: Pentateuch
101B. Selected Studies in the Bible: Prophets
133. Classical Judaism, Sectarianism, and Early Christianity
134. Jewish Mysticism
136. Contemporary Jewish Thought
207. Hebrew Prose Narrative
208. Classical Hebrew Poetry: An Introduction
220. Rabbinic Hebrew
221. Readings in Hebrew Biblical Commentaries
244. Archaeology of Palestine in Hellenistic-Roman Times

Opportunities for independent study are also offered in various related departments. Procedures for registration and applications are available in 118 Gray Building.

For further information, contact the director of the center for Judaic Studies, Box 90964, Durham, NC 27708-0964.

Korean
For courses in Korean, see Asian and African languages and literature.

Latin
For courses in Latin, see classical studies.

Latin American Studies (LATAMER)
Associate Professor French, Director, Center for Latin American and Caribbean Studies

A certificate, but not a major, is available in this program.

The program in Latin American Studies, which is administered by the Center for Latin American and Caribbean Studies, provides students with the opportunity for interdisciplinary, in-depth study of the realities of Latin American societies and cultures. In addition to offering courses and a certificate on completion of the requirements, the Center for Latin American and Caribbean Studies also sponsors lectures, Mellon Visiting Professors, and an annual competition for Mellon Undergraduate Summer Research Awards in Latin America or the Caribbean. Moreover, the Center and the Institute of Latin American Studies at Chapel Hill sponsor the Consortium in Latin American Studies at the University of North Carolina at Chapel Hill and Duke University, which provides opportunities for collaboration with faculty and students from the University of North Carolina who are interested in Latin America. The Consortium sponsors yearly faculty exchanges between the two institutions, joint undergraduate seminars, and an annual Latin American Film Festival.

Students interested in earning a certificate in Latin American Studies are encouraged to declare it by completion of their fifth semester. Students may also elect this interest in Latin America while participating in a Duke-approved study abroad program either during a summer or during their junior year. Duke offers its own program in Bolivia during the academic year, based at the Universidad Mayor de San
Andrés and the Universidad Católica Boliviana. In addition, students may participate in the Duke in Costa Rica, Duke in Mexico, or Duke in Cuba programs. Opportunities for study abroad in other countries are also available.

For further information consult the academic coordinator of the Center for Latin American and Caribbean Studies at 2114 Campus Drive.

CERTIFICATE IN LATIN AMERICAN STUDIES

The course of study for program participants is intended to be interdisciplinary. Students working toward a certificate in Latin American Studies will declare a major in an academic department. To qualify for the certificate, students take "Introduction to Contemporary Latin America" (Latin American Studies 136), the interdisciplinary capstone seminar (Latin American Studies 198), fulfill the indicated language requirement, and take three additional area courses, two of which must be at or above the 100 level. Also, at least three different departments must be represented overall, with no more than three courses counting from one single department or major. The language requirement can be fulfilled in one of three ways: 1) by taking three language courses below the 100 level in any one of the most commonly taught languages spoken in Latin America: Spanish, Portuguese, French; 2) by taking one course taught in any one of these languages at the 100 level or above; or 3) by taking two courses in any one of the less commonly taught Latin American languages (such as Aymara, Quechua, Yucatec Maya). Aymara and Quechua language courses are offered as part of the Duke in the Andes Program in Bolivia. A Summer Intensive Yucatec Maya Language Program is also offered through the Consortium in Latin American Studies, on the UNC campus.

Appropriate courses may come from the list given below, or may include other courses not listed below (new courses, special topics courses, and independent study) with at least 50 percent of course content on a Latin American topic and with term papers or other major projects focusing on a Latin American subject. To determine if specific courses meet requirements for the certificate, students should consult the academic coordinator. Regular courses are described under the listing of the various departments. Students may also wish to take advantage of house courses offered on Latin American topics although house courses cannot satisfy the requirements of the certificate.

Eligible undergraduates satisfying the certificate may use no more than two courses that are also used to satisfy the requirements of any major, minor, or other certificate program. Comparative Area Studies majors and minors interested in choosing Latin America as their primary area of concentration within that major or minor should consult the director of comparative area studies.

LATIN AMERICAN AND CARIBBEAN STUDIES PROGRAM COURSES (LATAMER)

50. Duke-Administered Study Abroad: Special Topics in Latin American Studies. CCI Topics differ by section. Instructor: Staff. One course.

100. Duke-Administered Study Abroad: Advanced Special Topics in Latin American Studies. CCI Topics differ by section. Instructor: Staff. One course.

136. Introduction to Contemporary Latin America. CCI, CZ Interdisciplinary introduction to the peoples, cultures, and burning issues of contemporary Latin America and the Caribbean. Required course for students seeking the certificate in Latin American Studies. Instructor: French, Olcott, or staff. One course. C-L: History 136A

198. Capstone Seminar in Latin American Studies. CCI, CZ Required for students seeking the certificate in Latin American Studies. Synthesis, interpretation, and application of the knowledge and experience gained in the courses previously taken for the certificate. At least once a year, a Mellon Visiting Professor from Latin America will teach the capstone seminar. Open to juniors and seniors. Instructor: Staff. One course. C-L: Comparative Area Studies
200S. Seminar in Latin American Studies. CCI Interdisciplinary study of geographical, historical, economic, governmental, political, and cultural aspects of modern Latin America and the current issues facing the region. Specific topics will vary from year to year. For seniors and graduate students. Instructor: Staff. One course.

202S. Research Methods and Bibliographic Instruction in Latin American Studies. CCI Students develop and refine research skills in Latin American Studies, increasing familiarity with print and electronic resources and evaluating relevant resources in all formats. Students may develop bibliographic projects in support of other course work and research. Instructor: Staff. One course.

LATIN AMERICAN AREA COURSES

Regularly Scheduled Courses

African and African American Studies
70. Topics on the Third World and the West
71. Topics on the Third World and the West
127A. The Caribbean, 1492-1700
127B. The Caribbean in the Eighteenth Century
129. Culture and Politics in the Caribbean
138S. Francophone Literature
168S. The Atlantic Slave Trade
170. Afro-Brazilian Culture and History

Art History
177S. 20th Century Latin American Photography

Asian & African Languages and Literature Studies
168S. Francophone Literature

Biology
134L. Fundamentals of Tropical Biology
135L. Research Methods in Tropical Biology
215. Tropical Ecology

Cultural Anthropology
129. Culture and Politics in the Caribbean
191J. Gender and Sexuality in Latin America
199C. Bolivian Culture
199FS. Bolivian Culture and Society since 1978

Economics
175. Economics of Modern Latin America
275. Economics of Modern Latin America
286S. Economic Growth and Development Policy

Environment
217. Tropical Ecology
275S. Protected Areas, Tourism, and Local Development

French
168S. Francophone Literature

History
75. Topics on the Third World and the West
76. Topics on the Third World and the West
127A. The Caribbean, 1492-1700
127B. The Caribbean in the Eighteenth Century
155. Mexico Since Before Cortes
168A. The Emergence of the Atlantic Basin to 1713
168BS. The Atlantic Slave Trade
170C. Afro-Brazilian Culture and History
174B. Modern Latin America

North American Studies
97. Introduction to Mexico

Political Science
151B. Presidents, Parties, and Legislatures: The Institutions of Modern Latin American Democracies
284S. Public Policy Process in Developing Countries
Portuguese
111S. Research Seminar in Citizenship and Culture
113. Introduction to Brazilian Literature
Public Policy Studies
284S. Public Policy Process in Developing Countries
286S. Economic Growth and Development Policy
Sociology
126. The Challenges of Development
Spanish
115. Introduction to Spanish-American Literature
116. Introduction to Spanish-American Literature
117S. Spanish-American Short Fiction
121. Latin-American Literature in Translation
140A S. Bolivian Contemporary Short Fiction
140BS. Bolivian Culture and Society since 1978
140E. Film and Political Culture in Contemporary Bolivia
144S. Duke in Andes: Special Topics
175S. Hispanic Literature and Popular Culture
177S. 20th Century Latin American Photography
181S. United States Latina/o Literatures and Cultural Studies
Women's Studies
114. Culture and Politics in the Caribbean
189. Gender and Sexuality in Latin America
Special Topics Courses, Offered Periodically
Cultural Anthropology
280S. Culture, Power and History
280S. Ethnohistorical Methods: Colonial Encounters
French
168S. Francophone Literature
History
195S. Seminar in Latin American History
Literature
151. Caribbean Poetry
Political Science
299B. Political Economy of Development in Latin America and Asia
Portuguese
200S. Seminar in Luso-Brazilian Literature
202S. Topics in Portuguese and Brazilian Literature and Culture
Sociology
110D. Comparative Sociology: Latin America
Spanish
122S. Topics in Latin American Literatures and Cultures
124. Special Topics in Latin American Studies
131. Topics of Hispanic Civilization
244. Topics in Twentieth-Century Latin American Fiction
248. Studies in Spanish-American Literature

Linguistics (LINGUIST)
Associate Professor Tetel (English), Chair; Professor Andrews (Slavic languages and literature), Director of Undergraduate Studies; Professors Butters (English), Holloway (English), O'Barr (cultural anthropology), Rosenberg (philosophy), Rubin (psychology), and Thomas (romance studies); Associate Professors Day (psychology), Mazuka (psychology), and Rasmussen (German); Associate Professor of the Practice Walther (German); Research Professor Pierce-Baker (women's studies); Adjunct Assistant Professor Keul (German). Affiliated faculty: Professors Biermann (computer science), Brandon (philosophy), Cooke (Asian and African languages and literature), Garcia-Gomez (romance studies), and Rubin (psychology); Assistant Professors Guzeldere (philosophy) and Sterrett (philosophy); Professor of the Practice Tufts (romance studies); Assistant Professors of the Practice Kim (Asian and African languages and literature) and Paredes (romance studies)
A major or minor are available in this program.

From the earliest philosophers to modern neuroscientists, researchers from a wide range of disciplines have explored a diverse range of issues concerning the human capacity for language and the diversity of the world’s languages. Linguists work at the intersection of these issues and define linguistics as the science of language and languages. During the last 150 years, linguists have developed a variety of theoretical paradigms to describe and explain language history, dialect variation, cross-cultural similarities and differences, the neurological processing and production of language, and the evolutionary emergence of language.

The linguistics major at Duke is unusual in its range of theoretical approaches coupled to the study of languages of the world. The required courses for the major stress empirical methods and the global data base; the theory courses expose the student to the perspectives offered by historical and comparative linguistics, structural linguistics, generative linguistics, sociolinguistics, semiotics, discourse analysis, philosophy, cognitive linguistics and psycholinguistics. The major maintains the traditional and mainstream body of linguistic inquiry and, at the same time, encourages exploration of the most recent developments in language study that issue from cultural and literary theory and the biological sciences.

LINGUISTICS PROGRAM COURSES (LINGUIST)

48S. Focus Program Seminar on Linguistics. SS Focus Program on Linguistics. Topics vary each semester offered. Instructor: Staff. One course.

50. Duke-Administered Study Abroad: Special Topics in Linguistics. CCI The study of linguistics and languages on Duke-approved programs at foreign institutions of higher learning. Topics differ by section. Instructor: Staff. One course.

100. Duke-Administered Study Abroad: Advanced Special Topics in Linguistics. CCI Advanced study of linguistics and languages on Duke-Approved programs at foreign institutions of higher learning. Topics differ by section. Instructor: Staff. One course.

101. Introduction to Linguistics. (QID) CCI, SS Introduction to the scientific study of linguistics and languages on Duke-approved programs at foreign institutions of higher learning. Topics differ by section. Instructor: Butters or Tetel. One course. C-L: Cultural Anthropology 107, English 111, Comparative Area Studies

102. Languages of the World. (QID) CCI, SS The major languages of the world viewed in the context of the communicative and significant functions of language as parameters that shape and define society. The role of language in defining and structuring culturally-based relationships from a semiotic point of view. The structure, writing systems, phonology, morphology, and lexicon of languages from the following groups: Indo-European, Semitic, Turkic, Finno-Ugric, Caucasian, Afroasiatic, Sino-Tibetan, Niger-Kordofanian, Dravidian, and Native American languages. Instructor: Andrews or Tetel. One course. C-L: Cultural Anthropology 114, English 114, Russian 117, Comparative Area Studies

103. Symbolic Logic. (QID) CZ One course. C-L: see Philosophy 103; also C-L: Information Science and Information Studies

104S. Introduction to Theoretical Linguistics. (QID) R, SS Introduction to the theoretical issues that inform the study of linguistics and languages. Topics include: history of linguistics, development of meta-language and the integration of linguistic theory with the latest findings in neuroscience and evolutionary theory. Instructor: Staff. One course. C-L: Cultural Anthropology 102S, English 113S

105. Italian Sociolinguistics. CCI, CZ, FL Linguistic diversity in modern Italy. Social and geographic language variation, multilingualism, and the relationship between
language and dialect. Special codes, including youth slang, language and politics, language and business. Discussion of language and gender, language and racism, linguistic etiquette within Italian society. Instructor: Fellin. One course. C-L: Italian 108

106. Spanish for Health Professions: Interaction with the Latino Community. CCI, FL One course. C-L: see Spanish 106A

107. Language Technologies and Culture Acquisition. (QID) R, SS, STS One course. C-L: see Russian 109; also C-L: Information Science and Information Studies

108. Philosophy of Mind. CZ, R One course. C-L: see Philosophy 112; also C-L: Information Science and Information Studies

110. Psychology of Language. (QID) R, SS One course. C-L: see Psychology 134

112. English Historical Linguistics. (QID) SS One course. C-L: see English 112

120. Advertising and Society: Global Perspective. CCI, SS One course. C-L: see Cultural Anthropology 110; also C-L: English 120, Sociology 160, Policy Journalism and Media Studies

120D. Advertising and Society: Global Perspective. CCI, SS One course. C-L: see Cultural Anthropology 110D; also C-L: Sociology 160D, English 120D

121. Advanced Translation and Stylistics. CCI, FL One course. C-L: see French 108

122S. Fundamentals of Spanish Linguistics. (QID) FL, SS One course. C-L: see Spanish 109S

125S. Bilingualism. (QID) CCI, SS One course. C-L: see Asian & African Languages and Literature Studies 125S

153S. Issues in Language Development. (QID) CCI, SS, W One course. C-L: see Psychology 153S

174. Gender and Language. (QID) CCI, R, SS One course. C-L: see Russian 174; also C-L: Cultural Anthropology 174, English 115, Women's Studies 174


190A. Research Independent Study. R Individual research and reading in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

190B. Research Independent Study. R See Linguistics 190A. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

199. Special Topics. (QID) CCI, R, SS Study of theoretical and applied linguistics. Contrast and comparison of both theoretical approaches and language groups is required. Topics to be announced. Instructor: Staff. One course.

199S. Special Topics in Linguistics. (QID) CCI, R, SS Same as Linguistics 199 except instruction is provided in a seminar format. Instructor: Staff. One course.

201. Cognitive Linguistics. (QID) R, SS The interrelationship between language and brain as described and analyzed in cognitive linguistics. Topics include localization theories, hemispheric dominance in language, language disorders, encoding and decoding of language at the phonological, morphological, syntactic, and semantic
levels. Readings include scholarship from theoretical and cognitive linguistics, neurobiology, neuropsychiatry, and neuropsychology. Major research project required in form of research paper, laboratory, or imaging experiment. Instructor: Andrews. One course. C-L: Russian 216

205. Semiotics and Linguistics. (QID) ALP, CCI, R, SS One course. C-L: see Russian 205; also C-L: English 205

210S. History of the Spanish Language. FL One course. C-L: see Spanish 210S; also C-L: Medieval and Renaissance Studies 210AS

212S. Topics in Spanish Linguistics. (QID) FL, R, SS One course. C-L: see Spanish 212S

213S. Linguistics and Law. SS Topics include surreptitious recordings as criminal evidence; pornography, slander, defamation, and libel; interpretation of laws and contracts; copyright, patents, and trademarks; jury instructions; jury selection; courtroom language as a unique register; the language of judges’ decisions; interrogations and confessions; official bilingualism; product warnings; clarity of instructions leading to potential liability issues. Instructor: Butters. One course. C-L: Cultural Anthropology 213S, English 213S


220S. Psycholinguistics. (QID) CCI, SS Also taught as Psychology 220S. Consent of instructor required. Instructor: Day or Mazuka. One course.

221. Structure of French. (QID) FL One course. C-L: see French 212

228S. Recent and Contemporary Philosophy. CZ One course. C-L: see Philosophy 228S

261S. Second Language Acquisition Theory and Practice. CCI, R One course. C-L: see German 261S

268S. Brain and Language. (QID) NS One course. C-L: see Psychology 268S

274S. Computational Linguistics Seminar. (M, QID) QS, R One course. C-L: see Computer Science 274S

299. Special Topics in Linguistics. (QID) CCI, R, SS Advanced study of linguistic theory. Topics to be announced. Instructor: Staff. One course.

299S. Special Topics in Linguistics. (QID) CCI, R, SS Same as Linguistics 299 except instruction is provided in a seminar format. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED

109. Philosophy of Language. CZ

151. Culture and Thought. R, SS

185S. Introduction to Slavic Linguistics. (QID) CCI, FL

186S. History of the Russian Language. (QID) ALP, CCI, FL


202S. Topics in Comparative Slavic Linguistics. (QID) CCI, R, SS

207S. Semantics. (QID) R, SS

250S. The Cultural Analysis of Discourse. (QID) CCI, R, SS

260. History of the German Language. (QID)

THE MAJOR

The major is composed of ten courses, eight of which must be at the 100 level or above. The courses combine empirical methods with theory. They are devised to provide depth and breadth in linguistic theory, the different schools of linguistics, the
history and development of linguistic thought, and the interdisciplinary aspects of linguistics in the context of languages and cultures. Majors must take Linguistics 101 and 102, which define the fundamental questions of linguistic theory in the context of the world’s languages; and in the senior year the capstone course Linguistics 215S, which adds cohesion to the major. For depth, the student is required to take three courses from the list of theory courses, which provide the necessary theoretical and empirical constructs for the study of linguistics. In addition, two courses are required in one of the concentrations in a specific area of linguistics. All majors are required to take at least two foreign language courses at or above the 100-level. Students may petition to add courses to the list of courses that count toward the Theory and Disciplinary areas below (II and III).

MAJOR REQUIREMENTS

I. Introductory Linguistics Courses (2):
   1. Introduction to Linguistics
   2. Languages of the World

II. Theory: Three (3) courses in the study of theoretical linguistics. Courses to be chosen from the following lists:
   A. Regularly Scheduled Linguistics Courses:
      1. Symbolic Logic
      2. Philosophy of Language
      3. Psychology of Language (cross-listed)
      4. English Historical Linguistics
      5. Language, Culture, and Society
      6. Bilingualism
      7. Culture and Thought
      8. Gender and Language
      9. Variety in Language
      10. Independent Study
      11. Issues in Second Language Acquisitions
      12. Cognitive Linguistics
      13. Semiotics and Linguistics
      14. Semantics
      15. Psycholinguistics
      16. The Cultural Analysis of Discourse
      17. Second Language Theory and Practice
      18. Computational Linguistics Seminar

   B. Special Topics Courses, offered periodically:
      Cultural Anthropology
      111. Current Topics in Linguistics
      112. Current Topics in Linguistics
      115. Special Topics
      119. Special Topics Seminar
      219. Special Topics in Linguistics (Advanced)
      219S. Special Topics in Linguistics Seminar (Advanced)

III. Disciplinary Areas. Two (2) courses in one of the areas listed below. No course taken for credit as theory may be counted to fulfill the disciplinary concentration requirement. Qualifying courses are listed above under the heading "Linguistics Program Courses."
   Cultural Anthropology
   English
   French
   German
   Philosophy
   Psychology
IV. Senior Seminar in Linguistics. (Linguistics 215S). The capstone course for the major, usually taken in the senior year.

V. Language Requirement. Two (2) semester courses in a single language other than English at or above the 100-level, excluding languages in which the student possesses native proficiency in speech and writing. Students with advanced placement credits or other evidence of foreign language proficiency are not exempted from this requirement. Advisor's approval is required in order to determine the language chosen for the major. The specific language courses are too numerous to list here. Advisors should also be consulted for specific approval of the language choice if it does not conform to the list below or in the case of a tri-lingual student: Arabic, Chinese, French, German, Greek, Hebrew, Hindi, Italian, Japanese, Korean, Latin, Polish, Portuguese, Russian, Spanish.

Departmental Graduation with Distinction
The Linguistics Program offers work leading to Graduation with Distinction. See the program chair.

Procedure for Selection of Students. An overall GPA of 3.3 and GPA of 3.5 in the major are required. The process for admission to the Graduation with Distinction program is initiated by the submission of a research proposal to a faculty advisor by the end of the second semester of the junior year.

Expected Product. The central requirement is an honors thesis prepared by the student under faculty supervision. The thesis generally consists of three to five chapters with an extensive bibliography.


Levels of Distinction. The honors thesis committee will decide to grant distinction and at what level (Distinction, High Distinction, Highest Distinction) based on the quality of the completed work.

Special Courses Required. The program consists of two courses. 1) Linguistics 190, Independent Study, taken in the fall semester of the senior year, is devoted to development of the honors thesis and includes close supervision of the writing stage of the project by a faculty member selected by the student. (This study can also be listed as a special topics course, Linguistics 199S, if it is titled "Honors Thesis.") 2) The second course is Linguistics 215S, Senior Seminar in Linguistics, which is the capstone course specifically designed for doing comparative research.

THE MINOR
Requirements: Five courses, in linguistics, three of which must be at the 100 level or above. Usually, two of these courses are Linguistics 101 and Linguistics 102.

Literature Program (LIT)
Professor Radway, Chair; Assistant Professor Farred, Director of Undergraduate Studies; Professors Gaines, Jameson, Kaplan, Lentricchia, Mignolo, Moi, Moreiras, Mudimbe, Rolleston, B. H. Smith, Stewart, Surin, and Thomas; Associate Professors Hardt, R. Khanna, Lubiano, Wiegman, and Willis; Assistant Professor Viego; Research Professor Dorfman. Affiliated faculty: Professors Burian (classical studies), Clum (English and theater studies), Cooke (Asian and African languages and literature), Davis (classical studies), Orr (romance studies), Powell (art history), Torgovnick (English), and Wharton (art history); Associate Professors Gheith (Slavic languages and literatures), Moses (English), and Stiles (art history); Associate Professor of the Practice S. Khanna (Asian and African languages and literature)
A major or minor is available in this program.
INTRODUCTORY

20S. Special Topics: Introduction to Literature. ALP Introduction to the study of literature and other forms of cultural expression, such as film. Different introductory approaches will be used in each section (for example, a systematic account of literary genres, a historical survey of ideas and forms of fiction, concepts of authorship and subjectivity, or of literary meaning and interpretation). More than one national literature or culture represented. May be taken twice for credit. Instructor: Staff. One course.

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.

60S. Special Topics: Introduction to Interpretation and Writing. ALP This course introduces students to the basic skills of interpretation of texts and critical writing and argumentation. May be taken twice. Instructor: Staff. One course.

FUNDAMENTALS

90. Perspectives on Literary and Cultural Study. ALP, CCI An introduction to four areas of investigation vital to the Literature Program: film and video, cultural studies, literary studies, and theory. Team-taught by members of the program with expertise in these areas. Organized each term around a centralizing theme, such as the family, the trial, or celebrity, and aimed at familiarizing students with cross-cultural issues and values. Required for majors; open to nonmajors. Instructor: Staff. One course.

95. Special Topics in Language. SS Topics will vary and may include history of linguistics, classical and twentieth-century rhetoric or poetics, semiotics, the philosophy of language, structuralist and poststructuralist linguistics, postmodern language theory, and/or developments in fields such as cognitive science, artificial intelligence, and animal communication. Contributions of major figures, such as Saussure, Wittgenstein, Bakhtin, J. L. Austin, Foucault, and Derrida. Instructor: Staff. One course.

98. Introduction to the Study of Literature and Society. ALP, CCI Literature in relation to history, social situation, and culture. Development of modes of interpretation that juxtapose textual features and broader contextual concern. Readings from Western and non-Western sources representative of a number of periods and genres. Instructor: Lentricchia or Willis. One course. C-L: Comparative Area Studies, Marxism and Society

99. Great Books in the Western Tradition. ALP A group of texts central to Western cultural identity from antiquity to the modern age, examined from a variety of critical and theoretical perspectives. Texts and topics vary according to the specializations of participating faculty, but in every case attention is given to such fundamental issues as the representation of 'human nature', the relations of individual and society, human and divine, male and female, the transmission and interrogation of ideas and values in literature, and the function of narrative itself in Western culture. Instructor: Burian, Janan, or Morton. One course.

FILM/VIDEO/DIGITAL STUDIES*

110. Introduction to Film. ALP One course. C-L: see English 101A; also C-L: Theater Studies 171, Film/Video/Digital 130, Policy Journalism and Media Studies

110BS. Capstone Course: Program in Film/Video/Digital. ALP, STS One course. C-L: see Film/Video/Digital 115S


*See separate listing for the "Film/Video/Digital" program for production course offerings.
112A. Soviet Cinema. ALP, CCI One course. C-L: see Russian 130; also C-L: Comparative Area Studies, Film/Video/Digital, Marxism and Society
112B. European Cinema. ALP, CCI One course. C-L: see German 161; also C-L: Film/Video/Digital
112C. Chinese Film. ALP, CCI, CZ, W One course. C-L: see Art History 165; also C-L: Comparative Area Studies
113. Studies in Comparative World Cinema. ALP, CCI, STS History and theory of film and video technology across nations; postcolonial patterns and their electronic and mechanical transmission; economics of distribution, reception, exhibition, and their relation to aesthetics. The first world defined against the second and third by means of cultural product. Instructor: Staff. One course. C-L: English 122, German 113, Russian 113, Film/Video/Digital
115. Sexualities in Film and Video. ALP The variety of ways sexualities are represented in current mainstream and avant-garde film and video art. Topics include voyeuristic, narcissistic, and other perverse pleasures; modes of representing bodies, genders, and desires (especially gay and lesbian ones) in relation to national and subcultural identities. Readings in film theory and the history and theory of film technology, as well as related literary and critical texts. Instructor: Clum or Gaines. One course. C-L: Film/Video/Digital
116. Studies in Film History. ALP One course. C-L: see English 185; also C-L: Theater Studies 172, Film/Video/Digital
120A. Special Topics in Television Genres. ALP Close study of one or more mainstream television genres, such as the sitcom, soap opera serial, cop show, game show, network news show, or the "made for TV" movie. Instructor: Staff. One course. C-L: Film/Video/Digital
120B. Special Topics in Film. ALP Close study of a major genre, period, or director. Instructor: Staff. One course. C-L: Film/Video/Digital

GENDER STUDIES
123. Special Topics in Women Writers. ALP Issues of gender and representation in works by women from the Middle Ages to the modern period. Concentration on specific periods, areas, or themes. Relationship of women's literature to the other arts, political practices, and social developments. Instructor: Staff. One course. C-L: Women's Studies
123AS. Twentieth-Century Women Playwrights. ALP, CCI One course. C-L: see Theater Studies 130S; also C-L: Russian 114S, Women's Studies
124. Selected Topics in Feminist Studies. Instructor: Staff. One course.
125. Special Topics in Gender and Sexuality. ALP Different literary and/ or theoretical approaches to questions of sex, gender, and sexuality. Instructor: Staff. One course. C-L: Women's Studies
184S. Feminist Classics. ALP, CCI The classics of English and French feminist thought from three different periods: 1790-1810; 1860-1880; 1920-1950. The major feminist works of Mary Wollstonecraft, John Stuart Mill, Virginia Wolfe and Simone de Beauvoir read alongside other relevant literary and philosophical texts: Wollstonecraft, for example, read with Descartes, Rousseau, Hegel and Madame de Stael. Instructor: Moi. One course.

STUDIES IN CULTURE
100. Introduction to Cultural Studies. ALP Basic theoretical approaches to high and low culture—Bourdieu and Adorno, the Frankfurt School and the Birmingham Center
for Contemporary Cultural Studies; Third World and feminist approaches; the avant-garde and subcultural resistance. Analysis of sport and leisure, film and photography, law and the arts, popular and classical music, painting and advertising imagery. Instructor: Staff. One course. C-L: English 101B, Film/Video/Digital, Marxism and Society


131. Special Topics in Culture and the Arts. ALP Literature in relation to the plastic and visual arts, architecture, and photography. Topics will vary according to the instructor, for example: modernism and postmodernism, the avant-garde, identity, and nationalism in the art of a given period. Instructor: Staff. One course.

131A. Plays Into Film. ALP One course. C-L: see Theater Studies 175; also C-L: English 188, Russian 153

131BS. Performance Studies. ALP One course. C-L: see Theater Studies 133S

132. Special Topics in the Study of Literature in Relation to Other Disciplines. ALP A comparative approach to the study of literature that draws on the methods and materials of other disciplines, such as sociology, history, anthropology, or philosophy. Focus on the methods of interdisciplinary study. Contents vary with instructors. Instructor: Staff. One course.

133A. Feminism in Art. ALP, CCI, CZ One course. C-L: see Art History 186; also C-L: Women's Studies 175

133Z. Special Topics in Culture and the Arts. ALP Literature in relation to the plastic and visual arts, architecture, and photography. Topics will vary according to the instructor, for example: modernism and postmodernism, the avant-garde, identity, and nationalism in the art of a given period. Instructor: Staff. One course.

140. History of Mass Culture in the United States. ALP, CZ One course. C-L: see English 156; also C-L: Film/Video/Digital

143B. Globalization and the Limits of Translation. CCI, CZ, W One course. C-L: see History 176D; also C-L: Romance Studies 176D, Cultural Anthropology 176D, Dance 176

144S. Special Topics in Literatures and Revolution. ALP The relation of literature to revolutionary movements and situations, such as the October Revolution in Russia, the May Fourth period in China, or the May 1968 uprisings in France. Focus also on the role of intellectuals and artists in political and social struggles. Contents vary with instructors. Instructor: Staff. One course.

145. Special Topics in Science and Culture. ALP Approaches to the question of science and technology in a cultural context. Readings by scientists and scholars of science and society. Instructor: Staff. One course. C-L: Information Science and Information Studies 182AS. Existentialism Between Cultures. ALP, CCI, EI Post-war existentialism in France and Britain in literature and philosophy, focusing on the ethics of existentialism (in particular the ethical consequences of the existentialist understanding of freedom), and the cultural difference between French and British forms of existentialism. Writers such as Sartre, deBeauvoir, Camus, D. Lessing, Murdoch, Osborne, A. S. Byatt. Instructor: Moi. One course.

LITERARY STUDIES

101. Introduction to the Art of Reading. ALP An introduction to the reading and interpretation of literary texts, along with an introduction to the major approaches in literary theory. Instructor: Lentricchia. One course.

150. Special Topics in Literary Movements. ALP Historical, theoretical, and/or formal approaches to literary movements in different periods and cultures. Instructor: Staff. One course.
151. Special Topics in Literary Genres. ALP Studies in one or more literary genres or subgenres, such as the novel, drama, poetry, or the documentary novel, epic poetry, love lyrics, modernist drama, and so on. Focus on questions of genre and form, but other themes discussed may vary widely. Instructor: Staff. One course.

151A. Classical to Neoclassical. ALP, CCI One course. C-L: see Theater Studies 118; also C-L: English 174A

151B. Toward and Beyond Realism. ALP, CCI One course. C-L: see Theater Studies 121; also C-L: English 174B

151BS. Popular Fictions. ALP Three popular genres, science fiction/fantasy, the western, and detective fiction, and how they reflect aspirations and cultural anxieties about matters such as gender. Open to juniors and seniors only. Instructor: Willis. One course. C-L: English 171BS

151C. Contemporary Fiction. ALP, W One course. C-L: see English 171A

151E. Romantic Fairy Tales: Literary and Folk Fairy Tales from Grimms to Disney. ALP, CCI, CZ One course. C-L: see German 163; also C-L: English 146

151F. Utopian Writing. ALP, CCI The various historical and theoretical expressions of Utopia will be examined across a range of texts drawn from art, architecture, film, and literature. Ethical issues and problems attached to traditional utopias will be considered against the radical politics of utopia as negation or transformation of existing society. Instructor: Staff. One course.

152S. Love, Marriage, and Adultery in Nineteenth Century European Literature. ALP, CCI, EI Love and marriage in European literature in the nineteenth century. Classical texts by authors such as Goethe, Laclos, Stael, Austen, Balzac, Flaubert, Ibsen, Strindberg, Tolstoy and others from a literary and philosophical point of view. Ethical dilemmas concerning marriage and sexuality. Special focus on the institution of marriage, dominant theories and ideologies of love and sexuality, and women's situation. Instructor: Moi. One course.

154. Special Topics in Individual Authors. ALP Biographic, historical, and/or stylistic approaches to one or two individual authors, as well as critical debates concerning their work. Instructor: Staff. One course.


AREA STUDIES

161. Special Topics in Third World or Postcolonial Literature and Cultures. Colonial and postcolonial literatures of India, New Zealand and Australia, Canada, Francophone and Anglophone Africa, the Caribbean, North and South America. Organized according to trends, topics, and genres. Instructor: Ferraro, Moses, or Willis. One course. C-L: Comparative Area Studies

162A S. Social Facts and Narrative Representations. ALP Story telling as it establishes, relies on, and transforms socially recognized categories—gender, class, race, sexual orientation, and region. Narrative theory; examples from written fiction, film, and television. Instructor: Lubiano. One course. C-L: African and African American Studies

162Z. Special Topics in Literature and National Cultures, Ethnicity, Race. ALP, CCI Literature as a part of specific national cultures; questions such as: How does literature articulate conceptions of nationality, ethnicity, and race? Does literature have a color? What is the relationship between national languages, dialects, and ethnic languages?
What role does literature as an institution play in the constructions of nationhood? Instructor: Staff. One course. C-L: Comparative Area Studies, Marxism and Society

163A. Black Intellectual History. ALP, CCI, CZ One course. C-L: African and African American Studies 136

163B. Classics of Western Civilization: The German Tradition, 1750-1930. ALP, CCI, CZ One course. C-L: see German 182; also C-L: English 148, History 179A, Political Science 134

163F. Vocation, Professionalism, Ethics: Conflicted Middle-Class Subjectivity in the Novel, 1800-1924. ALP, CZ, EL One course. C-L: see German 185; also C-L: English 149

164A. Post-Stalinist and Contemporary Soviet Literature. ALP, CCI One course. C-L: see Russian 183; also C-L: Comparative Area Studies

164BS. Special Topics in German Literature. ALP, CCI Topics in German Literature. Instructor: Staff. One course.

165A. Chinese Literature and Culture in Translation. ALP, CCI, CZ One course. C-L: see Asian & African Languages and Literature Studies 172S

165B. Representing the Holocaust. ALP, CCI, CZ One course. C-L: see Asian & African Languages and Literature Studies 156; also C-L: Judaic Studies

165C. Introduction to Asian and African Literature. ALP, CCI One course. C-L: see Asian & African Languages and Literature Studies 121; also C-L: African and African American Studies 121

165E. Korean Literature in Translation. ALP, CCI One course. C-L: see Asian & African Languages and Literature Studies 163

ADVANCED UNDERGRADUATE STUDIES

181A. Marxism and Society. SS One course. C-L: see Cultural Anthropology 139; also C-L: Education 139, History 186, Sociology 139, Comparative Area Studies, Marxism and Society

181B. Marxism and Culture. ALP Capstone seminar for Marxism and Society certificate students. A reconsideration of Marxist theories of culture and ideology in the light of contemporary developments in politics and ethics and in contemporary art. Various national contexts compared in this respect; problems of high literature and mass culture. Enrollment limited to students completing the certificate. Prerequisite: Literature 181A (Marxism and Society core course). Instructor: Staff. One course. C-L: Marxism and Society

182. Special Topics in Theory. ALP An advanced investigation of major concepts and principles in literary and/or cultural theory. Contents and methods vary with instructors. Instructor: Staff. One course.

183. Special Topics in Research and Theory. ALP, R An advanced seminar in the development of research strategies and techniques. Contents and methods vary with instructor. Instructor: Staff. One course.

191S. Honors Seminar I. ALP, R, W First semester of a two-semester sequence, in which Literature majors begin the year-long honors program. No credit given for Literature 191S without completion of Literature 192S. Does not count towards the ten Literature courses required for the major. Instructor: Staff. One course.

192S. Honors Seminar II. ALP, R, W Continuation of Literature 191S in which Literature majors finish the year-long honors program. Does not count towards the ten Literature courses required for the major. Prerequisite: Literature 191S. One course.

STUDY AWAY FROM DUKE

52. Duke-Administered Study Abroad: Special Topics in Literature. Topics differ by section. Instructor: Staff. One course.
195. Special Topics in World Media. ALP, CCI Studies in the media and society in a national or international setting; offered only in a Duke study abroad program. Instructor: Staff. One course.

196. Special Topics in World Literature and Culture. ALP, CCI Studies in literature and culture in a national or comparatist mode; offered only in a Duke study abroad program. Instructor: Staff. One course.

197S. Special Topics in the United States Culture Industries. ALP Critical and historical readings in the culture of art and entertainment in the United States, consideration of the popular and the elite. Overview of high art institutions--museums and theaters--as well as the music, television, and film industries. Consideration of audiences, aesthetics, taste cultures. Readings in entertainment law, corporate history, and regional culture. Open only to students in the Duke in Los Angeles Program. Instructor: Staff. One course. C-L: Film/Video/Digital

INDEPENDENT STUDY AND SENIOR/GRADUATE COURSES

199. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Instructor: Staff. One course.


211. Theory and Practice of Literary Translation. ALP, CCI Linguistic foundations and historical role of translation. Practical exercises and translation assignments. Prerequisite: working knowledge of a foreign language and consent of instructor. Instructor: Burian. One course.

251. History of Criticism. ALP, CZ A historical survey of critical and philosophical concepts affecting the definition and evaluation of literature from Plato through the nineteenth century. Instructor: Hardt, Jameson, Lentricchia, Moreiras, or Stewart. One course.

252. Criticism and Literary Theory in the Twentieth Century. ALP Introduction to critical movements, philosophies, and strategies forming contemporary theories of literature: deconstruction, feminism, formalism, Marxism, New Criticism, phenomenology, psychoanalysis, structuralism. May be repeated for credit according to change of content or instructor. Instructor: Jameson or Rolleston, with guest lecturers. One course.

260. Twentieth-Century Reconstructions of Knowledge and Science. ALP, STS Key texts and crucial issues in contemporary history, sociology, and philosophy of science--or, as the assemblage is sometimes called, 'science studies.' Focus on theoretical and methodological problems leading to (a) critiques of classical conceptions of knowledge and scientific truth, method, objectivity, and progress, and (b) the development of alternative conceptions of the construction and stabilization of knowledge and the relations between scientific and cultural practices. Readings include L. Fleck, K. Popper, P. Feyerabend, T. Kuhn, S. Shapin and S. Schaffer, and B. Latour. Instructor: Herrnstein Smith. One course. C-L: English 280, Information Science and Information Studies

281. Paradigms of Modern Thought. ALP, CZ Specialized study of the work of individual thinkers who have modified our conceptions of human reality and social and cultural history, with special emphasis on the form and linguistic structures of their texts considered as 'language experiments.' Topics vary from year to year, including: Marx and Freud, J.P. Sartre, and Walter Benjamin. Instructor: Jameson, Moi, Mudimbe, or Surin. One course.

284. The Intellectual as Writer. ALP, CZ History and theory of the literary role of the intellectual in society (e.g., in Augustan Rome, the late middle ages, the Renaissance,
America, Latin America). Instructor: Jameson, Lentricchia, Moi, Mudimbe, or Surin. One course.

286. Topics in Legal Theory. A consideration of those points at which literary and legal theory intersect (e.g., matters of intention, the sources of authority, the emergence of professional obligation). Instructor: Staff. One course.

287S. Space, Place, and Power. CCI, SS One course. C-L: see Cultural Anthropology 285S; also C-L: Asian & African Languages and Literature Studies 230S, Women's Studies 225S

289. Topics in Feminist Theory. Instructor: Moi or Radway. One course.

291. Topics in Popular Culture and the Media. ALP Instructor: Radway or Willis. One course. C-L: Policy Journalism and Media Studies

292. Topics in Non-Western Literature and Culture. ALP, CCI, CZ Instructor: Mudimbe. One course.

293. Special Topics in Literature and History. ALP, CZ Relationship of literary texts to varieties of historical experience such as wars, periods of revolutionary upheaval, periods of intense economic growth, "times of troubles," or stagnation. Literary texts and historical content posed in such formal ways as the theoretical problem of the relationship between literary expression and form and a range of historical forces and phenomena. Instructor: Jameson, Kaplan, or Orr. One course.

294. Theories of the Image. ALP, R Different methodological approaches to theories of the image (film, photography, painting, etc.), readings on a current issue or concept within the field of the image. Examples of approaches and topics are feminism, psychoanalysis, postmodernism, technology, spectatorship, national identity, authorship, genre, economics, and the ontology of sound. Instructor: Gaines or Jameson. One course.

295. Representation in a Global Perspective. ALP, CCI Problems of representation approached in ways that cross and question the conventional boundaries between First and Third World. Interdisciplinary format, open to exploration of historical, philosophical, archeological, and anthropological texts as well as literary and visual forms of representation. Instructor: Dorfman, Jameson, or Mignolo. One course.

297. Topics in Cultural Studies. ALP Instructors: Gaines, Radway, Surin, and staff. One course.


COURSES CURRENTLY UNSCHEDULED

50S. Special Topics in the FOCUS Program. ALP

96. Contemporary Literary and Cultural Theory: An Introduction. ALP, CCI

117. Documentary Film History. ALP, CZ

118. Experimental Film and Video. ALP, STS

119. Television, Technology, and Culture. ALP

121. Special Topics in Women in Literature. ALP

141. International Popular Culture. ALP, CCI

143. Problems in Global Culture. ALP, CCI

163C. The Canadian Image: Cultural Production in French and English Canada. ALP

163E. Jewish Culture in the Mediterranean. ALP, CCI, CZ

190S. Senior Seminar. ALP, R, W

212. Studies in Narrative. ALP

214. Gender, Nationalities, and Russian Literary Traditions. ALP, CCI, CZ

254. Introduction to Feminism

280. Semiotics for Literature. ALP, CCI, FL

285. Literature and Ideology. ALP, CZ
THE MAJOR

The literature major offers a unique interdisciplinary approach to the study of literature, film, and cultural forms. It enables students to engage in cross-cultural analysis both in a global (colonial and postcolonial) context and within one national space. It also aims to train students to develop a sophisticated appreciation of the ways questions of race, class, gender, and sexuality arise in different historical and social contexts.

The major is comprised of ten courses, nine of which must be at the 100 level or higher. All students must take Literature 90, a general introduction to the methods and concepts that define the interdisciplinary nature of the major; and three core courses in each of the three major areas that constitute the major: Literature 100, Introduction to Cultural Studies, Literature 101, Introduction to the Art of Reading, and Literature 110, Introduction to Film.

The remaining courses may be chosen to develop a focus on one of the core areas (literature, cultural studies, or film) or to develop a comparatist sampling that draws on all three areas. Students who choose film as a focus may wish to consider the Certificate Program in Film/Video/Digital.

Additionally, all students must take at least one film or literature course with a world or national focus; and at least one course devoted to the study of race, class, gender, or sexuality.

Of the remaining four elective courses, all must be Literature courses, i.e., excluding courses in film or video production.

THE MINOR

The Minor in Literature aims to be a humanities-based interdisciplinary meeting place for Duke undergraduates. It offers students majoring in other disciplines a systematic exposure to the Literature Program’s unique approach to literature, film, and cultural forms. This minor is particularly suitable for majors in the social or natural sciences who wish to concentrate on film or be conversant with contemporary cultural and intellectual debates. It also enables majors in other languages and literatures to explore theoretical and interdisciplinary issues of broad relevance to the humanities in general. Students taking the Literature minor can choose to explore both broad cross-cultural analysis and critical investigation of questions relating to race, class, gender, and sexuality; or they may choose to focus on a particular area such as film studies or image studies.

Requirements. The minor is comprised of five courses, four of which must be at the 100 level or higher. All students must take Literature 90 and one of the core courses (Literature 100, or Literature 101, or Literature 110). The remaining three elective courses must all be courses in the Literature Program (i.e., excluding courses in film production or video production).

Departmental Graduation with Distinction

To receive Graduation with Distinction students must satisfy University GPA requirements and submit an application by the beginning of the fall semester of their junior year. They must have a minimum GPA of 3.2 in the major and an honors thesis grade of B+ or above.

Students accepted into the distinction program must take the Honors Seminar sequence (Literature 191 and 192). A final grade will be issued at the end of the spring term. (A grade of "Z" will be issued at the end of the fall term.) Students must write an honors thesis and submit it by the official submission date. They will defend the thesis before a three-member committee consisting of the thesis advisor, the Honors Program Coordinator, and a third reader chosen from among the members of the Literature faculty and affiliated faculty. The committee determines the grade for the thesis, which becomes the grade of the Honors Seminar sequence. The two honors seminars do not count towards the ten Literature courses required for the major.
Marine Biology

For courses in marine biology, see Biology, Environment (Nicholas School), and the University Program in Marine Sciences.

University Program in Marine Sciences

Professor of the Practice of Marine Affairs and Policy Orbach (environment), Director; Associate Professor Rittschof (environment and biology), Assistant Director; Professor Forward (environment and biology), Director of Undergraduate Studies; Professors Barber (environment and biology), C. Bonaventura (environment and cell biology), J. Bonaventura (environment and cell biology), Crowder (environment and biology), and Ramus (environment and biology); Associate Professor Read (environment); Assistant Professor Campbell (environment); Associate Professor of the Practice Kirby-Smith (environment); Adjunct Assistant Research Professor McClellan-Green (environment); Assistant Research Scientists K. Eckert (environment) and S. Eckert (environment)

The interdisciplinary program in marine sciences provides students with a unique opportunity to live and study at the Duke University Marine Laboratory for a full academic semester fall or spring or during the summer terms. The program emphasizes small class size, independent study, and integrated classroom, laboratory, and field experience. Students have daily access to modern scientific equipment, a specialized library, and the surrounding marine environment.

Participation in either the fall or spring semester (Beaufort to Bermuda Study Abroad Program or Beaufort entire semester) is possible for all majors with appropriate preparation. Before attending a semester program, students should check the prerequisites. Students wishing to apply to the fall or the spring semester must submit a completed application to the Admissions Office, Duke University Marine Laboratory, 135 Duke Marine Lab Road, Beaufort, North Carolina 28516-9721. Applications can be found online at: http://www.nicholas.duke.edu/marinelab/admissions/forms.html. Most applications are received prior to Duke's registration period for the desired semester. Students will be notified of the action of the Admissions Committee shortly after receipt of their application.

The summer curriculum, taught in two terms, includes a rich assortment of courses in the natural and social sciences. Attention is also directed to the courses designed for students not majoring in a natural science. Applications for summer courses must be sent to the address indicated above. Most applications are submitted one month before each of the summer terms; however, those students applying for a summer tuition scholarship should submit their application by April 1.

A number of summer tuition scholarships and two Bookhout Research Scholarships are available on a competitive basis. Consult the web or the Marine Laboratory’s admissions office for specific requirements.

THE BEAUFORT TO BERMUDA STUDY ABROAD SPRING SEMESTER

The Marine Laboratory (Beaufort, North Carolina) in cooperation with the Bermuda Biological Station for Research (Ferry Reach, Bermuda) offers a one-semester international study at two distinctive marine locations: Beaufort on the North Carolina coastal plain with its marshlands, estuaries, continental shelf, and the Gulf Stream; Bermuda with its coral reefs and subtropical mid-ocean environment in the Sargasso Sea. Emphasis is placed on the rigorous application of the natural and social sciences to the contrasting marine ecosystems and to basic processes and human interventions in the different oceanic systems. The program draws from two marine laboratory traditions in experiential learning for undergraduates and from the expertise of two resident faculties.

The program is designed for undergraduates with adequate preparation in the natural and social sciences. Students reside at each campus for one-half semester.
During the compressed seven-week session, they take two intensive courses at each campus. One group begins the program in Beaufort, the other in Bermuda. At mid-semester, the groups trade campuses. Students may opt to stay in Beaufort the entire semester. Early application is recommended. Further information may be obtained by visiting the web or contacting the admissions office at Beaufort (ph: 252-504-7502, email: ML_admissions@env.duke.edu).

**FALL SPRING, OR SUMMER COURSES AT BEAUFORT**

The courses below are described in the bulletin listings of the specified departments. See also the *Duke University Official Schedule of Courses* for the current schedule of courses. For information on courses fulfilling requirements of the biology, environmental studies and policy, or earth and ocean sciences major consult the director of undergraduate studies for the major.

**Biology**
- 10L. Marine Biology
- 109. Conservation Biology and Policy
- 114L. Biological Oceanography
- 121. Analysis of Ocean Ecosystems
- 125L. Biology and Conservation of Sea Turtles
- 126. Marine Mammals
- 126L. Marine Mammals (laboratory version of Biology 126)
- 129. Marine Ecology
- 1325. Marine Biodiversity
- 1335. Molecular Approaches to Questions of Physiology, Ecology, and Evolution in the Marine Environment
- 150L. Physiology of Marine Animals
- 155L. Biochemistry of Marine Animals
- 156L. Sensory Physiology and Behavior of Marine Animals
- 176A. Marine Invertebrate Zoology (Beaufort)
- 176B. Marine Invertebrate Zoology (Beaufort)
- 190. Research Independent Study
- 191. Research Independent Study
- 192. Research Independent Study
- 193T. Tutorial
- 197T. Tutorial
- 218L. Barrier Island Ecology
- 254. Vertebrate and Invertebrate Endocrinology
- 264S. Advanced Topics in Marine Ecology
- 273S. Current Topics in Environmental Biology
- 293S. Seminar
- 297. Research Independent Study
- 298. Research Independent Study

**Cell Biology**
- 210. Independent Study
- 243. Environmental Biochemistry

**Earth and Ocean Sciences**
- 191. Research Independent Study
- 192. Research Independent Study
- 193. Independent Study
- 194. Independent Study
- 195. Independent Study for Nonmajors
- 202. Beach and Island Geological Processes

**Environment**
- 121. Climate Change: A Global Perspective
- 1225. Climate-Related Hazards and Humanity
- 1225. Remote Sensing and Long-term Environmental Monitoring
- 1325. Current Topics in Oceanography and Marine Biology
- 1335. Molecular Approaches to Questions of Physiology, Ecology, and Evolution in the Marine Environment
- 1345. Hands on Habitats: Life in Coastal Communities
- 140. A Scientist’s Perspective on Environmental Principles, Policy, and Legislation
- 1415. Humans and Development of North Carolina Coasts
- 191. Research Independent Study
- 191A. Research Independent Study
A certificate, but not a major, is available in this program.

The Markets and Management Studies Certificate Program at Duke is designed to meet the needs of Duke undergraduates who wish to study business issues and functions in preparation for careers in business and management, banking, consulting, government, the non-profit sector, and related graduate fields. Courses in the program emphasize three integrated themes: (1) globalization and organizational innovations in the world economy; (2) the social determinants and consequences of new or changing technologies; and (3) the effect of cross-cultural and institutional factors on management and entrepreneurship. Students may take clusters of three courses that fall under the same areas of globalization, technology, or entrepreneurship.

In addition to offering courses and a certificate after completion of the requirements, the Markets and Management Studies Program makes a concerted effort to bring Duke undergraduates closer to the business world in a variety of ways. The program sponsors lecturers and career events. Professors of the practice teach the entrepreneurship, finance, and leadership courses. Internship advising is also provided. Students are invited to make use of the Markets and Management resource room (256 Sociology-Psychology Building) for meetings with faculty and other students in the program, and to consult relevant journals, magazines, and newspapers. Additional information can be obtained from the director or the program coordinator in the Markets and Management Studies Program office.

COURSE OF STUDY

Organizational studies in the social sciences provide an innovative, liberal arts approach to business education. The Markets and Management Studies Program is rooted in sociology, but it also includes studies in a variety of disciplines—economics, history, political science, public policy studies, ethics, and management science. Each course in the program deals in some way with the impact of different organizational forms on managing human resources, coordinating work, integrating technology, and using business networks in an increasingly competitive global economy. The four overarching learning objectives of the program are: bridging theory and research, teamwork, communication skills, and active learning.

CERTIFICATE REQUIREMENTS

The certificate requirements are: (1) a total of seven courses: three core courses, one of which is Markets and Management Studies 190, an integrative capstone course taken in the senior year, and four elective courses; (2) no more than three courses may originate
in a single department; and (3) no more than two courses that are counted toward the Markets and Management Studies Certificate may also satisfy the requirements of any major, minor, or other certificate program.

PROGRAM ENROLLMENT

Only sophomores and juniors who have officially declared their major may enroll in the program. Enrollment must be done via the Markets and Management Studies webpage: http://www.markets.duke.edu.

MARKETS AND MANAGEMENT STUDIES COURSES (MMS)

Core Courses

190. Markets and Management Capstone. R, SS Capstone course open only to students in the Markets and Management Studies Program. Includes review of major perspectives and concepts from the program's core courses, plus a team project involving business plans or alternatively a strategic plan to identify and resolve problems confronting actual companies, industries, and communities. Students also develop a case study research paper of a product, firm, industry, occupation, country, or region. Consent of Director of Markets and Management Studies Program required. Instructor: Brown, Gereffi, Jones, Simpson, or Spenner. One course.


Electives

85. Managerial Finance. (QID) SS, STS Concepts and processes of corporate finance; functions, technology and techniques of financial management. Topics include analysis of financial statements, ratio analysis, and the statement of cash flows; capital budgeting; risk and return; stocks and bonds; cost of capital; financial institutions; securities markets and international finance. Not open to first-year students. Does not count for Markets and Management Studies Certificate requirements. Instructor: Veraldi. One course.

120. Managerial Effectiveness. SS, STS Introduction to study of individual and group behavior within organized settings. Emphasis given to managerial strategies that enhance organizational effectiveness. Topics include leadership, motivation and reward systems; decision making, power and politics; conflict management, globalization, justice and ethics; and organization culture, structure and design. Special attention to critical assessment of new technological options in organizational settings with an aim to produce informed, ethical consumers and managers. Instructor: Staff. One course.

161. Marketing Management. SS, STS Introduction to current basic principles and concepts in marketing. Focus on Internet's impact on traditional marketing methods. Exposure to marketing concepts in settings such as: consumer goods firms, manufacturing and service industries, small and large businesses. Development and trends in strategic implications of the Internet for consumer behavior, business opportunities, and marketing strategies. Instructor: Staff. One course.

170. Integrated Marketing Communications. SS Theory of marketing communications and the nature and influence of communication strategies. Topics include impact of informational assymetries, uncertainty, local culture, global branding, and the effects of technology on marketing communications. Marketing communications seen from perspective of social scientist and the corporate marketing manager. How technology communication changes have changed the way businesses communicate with customers and ways customers respond. Instructor: Reeves. One course.
175. Business of Sport. SS Basic principles of the sports marketing and television industry. Topics include: history of sports marketing and television; influence of consumer demographics and behavior; economics of sports on television including production, distribution, advertising and rights fees; role of corporate sponsorships and sports advertising; economics of new leagues, new sports channels. Why corporate sponsors invest in sports marketing; how different leagues and sports properties are structured and the subsequent impact on their respective economic models. Instructor: Stevenson. One course.

180. Entrepreneurial Opportunities and Finance. (QID) SS Evaluation of entrepreneurial opportunities including analysis of markets; management teams; business financial models; company valuation; competitive landscape; future growth; expected technology changes; leverage of projected financial model. Analysis of early stage business; review of potential investment. Leadership interaction between students, entrepreneurs and venture capital organizations. Prerequisite: Markets & Management Studies 85 and Sociology 159 or consent of the instructor. Instructor: Jones. One course.

182. Strategic Financial Management. (QID) SS Strategic financial issues confronting the firm. Basic problems of strategic direction for the firm with respect to external competitive environment and management of internal strategy processes. Tools and ideas to manage formulation and implementation of strategic choices for the firm. Study of firm's strategic position relative to rivals, the larger industry, and the customer. Prerequisite: Markets and Management Studies 85 and Economics 151 or Economics 181 or consent of instructor. Instructor: Veraldi. One course.

191. Topics in Organizational Design: Expectations, Behavior, Product. SS Examines Organizational Behavior and Design topics, complemented by extensive analytical writing exercises on case studies, movie reviews, and selected readings, to develop approaches to problem resolution within the context of any organization. Involves production of a paper which will conceptualize a problem from a previous employment situation, develop a resolution using course concepts, includes a summary description of the firm, specific job responsibilities, a copy of an evaluation from their supervisor, and a self evaluation. Instructor: Staff. One course.

Special Topics

100. Duke-Administered Study Abroad: Advanced Special Topics in Markets and Management Studies. CCI Topics differ by section. Instructor: Staff. One course.

195. Special Topics in Markets and Management Studies. Topics vary each semester. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED
195S. Special Topics Seminar in Markets and Management Studies

PROGRAM COURSES
Core Courses
Political Science
153. International Business Government Relations
Public Policy Studies
146. Leadership, Development, and Organizations
Sociology
142D. Organizations and Global Competitiveness
145. Nations, Regions, and the Global Economy
155. Organizations and Management
158. Markets and Marketing
159. The Sociology of Entrepreneurship
Elective Courses

Computer Science
181S. Computer Science Seminar

Cultural Anthropology
110. Advertising and Society: Global Perspective
110D. Advertising and Society: Global Perspective
116S. Advertising and Masculinity

Dance
150S. Managing the Arts

Economics
120. The Economic History of Japan, 1850 to the Present
122D. American Business History
131. Business, Politics, and Economic Growth
140. Comparative Economic Systems
151. Basic Finance and Investments
165. American International Economic Policy
181. Corporate Finance
188. Industrial Organization

Education
189. Business and Government
140. The Psychology of Work

Engineering
108S. Ethics in Professions: Scientific, Personal, and Organizational Frameworks

English
120. Advertising and Society: Global Perspective
120D. Advertising and Society: Global Perspective

History
122A. The Economic History of Japan, 1850 to the Present
143B. The Emergence of Modern Japan
150AD. American Business History

Institute of the Arts
150S. Managing the Arts

Political Science
113. Issues of International Political Economy
158. Transnational Relations and International Public Policy
158AD. Transnational Relations and International Public Policy
161. Business, Politics, and Economic Growth
167. International Law and International Institutions
167D. International Law and International Institutions

Psychology
115. The Psychology of Consumers
138. Social Psychology of Business

Public Policy Studies
122S. Who Owns the Press?
144S. Enterprising Leadership
150S. Policy, Philanthropy, and the Arts
165. American International Economic Policy
189. Business and Government

Sociology
110. A-E. Comparative Sociology: Selected Areas
112. American Demographics
114. Cybernetworks and the Global Village
140. Ethics in Management
141. Consuming Passions
147. Business in Literature
148. Demography for Business and Policy
154. The Digital Economy
156. Global Contexts of Science and Technology
160. Advertising and Society: Global Perspective
160D. Advertising and Society: Global Perspective
168. Business and Politics in American Society
A certificate, but not a major, is available in this program.

The Marxism and Society Program is devoted to the study of Marxist theories of society. The focus is on Marxism, not primarily as a political or ideological system, but as a scholarly methodology incorporating a variety of analytical techniques across a wide range of disciplines. Emphasized is a critical appraisal of Marxist methods of analysis and their social implications, considered in the light of theoretical alternatives and changing historical circumstances. Topics covered include sexual and racial inequality, alienation, development and underdevelopment in the world system, labor processes, protest movements, and ideologies.

The program requires six courses, including an analytical core course, Marxism and Society (cross-listed as Cultural Anthropology 139, Education 139, History 186, Literature 181A, and Sociology 139) and the capstone course, Marxism and Culture (Literature 181B). Four additional approved courses satisfy the requirements of the Program. No more than three courses originating in a single department or program may satisfy the program of study. Of the four approved courses, at least three must be at the 100-level or above. Further information may be obtained by writing the Director, Professor Fredric Jameson, Literature Program, Box 90670, jameson@acpub.duke.edu.

REGULARLY SCHEDULED COURSES
African and African American Studies
70. Topics on the Third World and the West
71. Topics on the Third World and the West
122. Culture and Politics in Africa

Art History
168. Experimental Art and Its Ethics since 1945

Comparative Area Studies
125. Comparative Approaches to Global Issues

Cultural Anthropology
104. Anthropology and Film
104D. Anthropology and Film
113. Gender and Culture
117. Global Culture
122. Culture and Politics in Africa
125. Comparative Approaches to Global Issues
127. Culture and Politics in Japan
128. Culture and Politics in Latin America
139. Marxism and Society

Education
139. Marxism and Society

English
101B. Introduction to Cultural Studies

German
270. Consciousness and Modern Society

History
75. Topics on the Third World and the West
76. Topics on the Third World and the West
137. Comparative Approaches to Global Issues
186. Marxism and Society
Literature
98. Introduction to the Study of Literature and Society
100. Introduction to Cultural Studies
112A. Soviet Cinema
162Z. Special Topics in Literature and National Cultures, Ethnicity, Race
181A. Marxism and Society
181B. Marxism and Culture
Political Science
125. Comparative Approaches to Global Issues
Religion
183. Comparative Approaches to Global Issues
Russian
130. Soviet Cinema
149S. Russian Culture in the Era of Terror: A Reexamination
Sociology
125. Comparative Approaches to Global Issues
139. Marxism and Society
Spanish
171. Literature of Contemporary Spain
Women's Studies
168. Experimental Art and Its Ethics since 1945

SPECIAL TOPICS COURSES OFFERED PERIODICALLY
Art History
187. Surrealism
188. Twentieth-Century Modernist and Postmodernist Criticism
Asian and African Languages and Literature
155. Introduction to Israeli Culture
162. Modern Japanese Fiction in Translation
Cultural Anthropology
121. Culture and Politics in China
History
114B. Immigration, Migration, and Mobility of Labor
139A. Radical Movements in Modern Asia
172B. China and West
Literature
114. Film Theory
144S. Special Topics in Literature and Revolution
164A. Post-Stalinist and Contemporary Soviet Literature
Political Science
181. Marxism and Neo-Marxism

Mathematics (MATH)
Professor Morrison, Chair; Professor Stern, Associate Chair; Associate Professor R. Hodel, Director of Undergraduate Studies; Lecturer Dong, Associate Director of Undergraduate Studies, Associate Professor of the Practice Blake, Supervisor of First-year Instruction; Professors Agarwal, Allard, Beale, Bertozzi, Bryant, Edelsbrunner, Hain, Harer, Layton, Pardon, Petters, Reed, Rose, Schaeffer, Schoen, Trangenstein, Venkides, and Zhou; Associate Professors Aspinwall, Kitchen, Kraines, Moore, Plesser, and Saper; Assistant Professors Huber, Mattingly, and Witelski; Professors Emeriti Scoville, Warner, and Weisfeld; Associate Professor of the Practice Bookman; Research Assistant Professors Degeratu, Haase, Hanke, Hwang, and Roudenko; Adjunct Professors Howard, Shearer, and Wahl; Lecturers M. Hodel and Tomberg
A major or minor is available in this department.

19. Precalculus Mathematics. (QID) For students with CB Achievement Test scores between 460 and 540 or SAT scores between 500 and 600. Selected topics in algebra,
trigonometry, and analytic geometry; projects and writing assignments. Designed to increase the mathematical skills and knowledge of students planning to enroll in Mathematics 31. Not open to students who have credit for Mathematics 25L or 26L. Instructor: Staff. One course.

25L. Laboratory Calculus and Functions I. (M, QID) QS A study of functions with applications, and an introduction to differential calculus, with a laboratory component. Topics include a review of algebra and functions, mathematical modeling with elementary functions, rates of change, inverse functions, logarithms and exponential functions, the derivative, graphical interpretations of the derivative, optimization, related rates. Not open to students who have credit for Mathematics 19 or 31 or 31L. Instructor: Staff. One course.

26L. Laboratory Calculus and Functions II. (M, QID) QS A continuation of Mathematics 25L. Topics include zeros of functions, antidifferentiation, initial value problems, differential equations, Euler's method, slope fields, review of trigonometry, modeling with trigonometric functions, Riemann sums, the Fundamental Theorem of Calculus, integration by substitution, integration by parts, separation of variables, systems of differential equations. Students who complete this course can enroll in Mathematics 32L. Not open to students who have credit for Mathematics 31 or 31L. Prerequisite: Mathematics 25L. Instructor: Staff. One course.

31L. Laboratory Calculus I. (M, QID) QS Introductory calculus with a laboratory component. Emphasis on laboratory projects, group work, and written reports. Differentiation, transcendental functions, optimization, differential equations, numerical approximations, Euler's method, the Fundamental Theorem, separation of variables, slope fields, and mathematical modeling. Not open to students who have credit for Mathematics 25L or 26L. Instructor: Staff. One course.

32. Introductory Calculus II. (M, QID) QS Transcendental functions, techniques and applications of integration, indeterminate forms, improper integrals, infinite series. Not open to students who have had Mathematics 32L or 41. Prerequisite: Mathematics 31. Instructor: Staff. One course.

32L. Laboratory Calculus II. (M, QID) QS Second semester of introductory calculus with a laboratory component. Emphasis on laboratory projects, group work, and written reports. Methods of integration, applications of integrals, functions defined by integration, improper integrals, introduction to probability and distributions, infinite series, Taylor polynomials, series solutions of differential equations, systems of differential equations, Fourier series. Not open to students who have had Mathematics 32 or 41. Prerequisite: Mathematics 26L or 31L or consent of instructor. Instructor: Staff. One course.

32X. Introductory Honors Calculus II. (M, QID) QS Similar to Mathematics 32, but faster paced and more challenging. Open to students who score at least 750 on the SAT Mathematics Aptitude Test. Instructor: Staff. One course.

41. One Variable Calculus. (M, QID) QS Meets five times a week, quickly reviews differential calculus and then covers integral calculus and infinite series. Designed for first-year students who have had a year of calculus in high school and have Mathematics SAT scores of 650 or above, but who have not received advanced placement credit for Mathematics 31. Not open to students who have had Mathematics 32 or 32L. Instructor: Staff. One course.

49S. First-Year Seminar. (QID) Topics vary each semester offered. Instructor: Staff. One course.


61. Perspectives on Science I. STS Weekly seminars showcasing research directions that use quantitative methods. Interviews and library research leading to a web-based
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62. Perspectives on Science II. STS Similar to Mathematics 61, but with emphasis on engineering, physical, and social sciences. Open only to students in the ADVANCE Program. Prerequisite: Mathematics 32 or 32L, or consent of instructor. Instructor: Staff. Half course.

65S. Cryptography and Society. (M, QID) QS, STS, W Introduction to basic ideas of modern cryptography with emphasis on history and mathematics of encryption, applications in daily life, and implications for the individual and society. Topics may include: mathematical tools needed to analyze cryptosystems, including public key and stream ciphers; zero-knowledge protocols; attacks on "real-life" cryptosystems such as Enigma and the Data Encryption Standard; digital signatures, secure web connections; cryptography, free speech and copyright/fair use issues; applications to electronic communications and electronic commerce; privacy, computer security, and law enforcement; limitations and failures of modern cryptography. Instructor: Staff. One course.

100. Duke-Administered Study Abroad: Advanced Special Topics in Mathematics. (QID) Topics differ by section. Instructor: Staff. One course.

103. Intermediate Calculus. (M, QID) QS Partial differentiation, multiple integrals, and topics in differential and integral vector calculus, including Green's theorem, the divergence theorem, and Stokes's theorem. Prerequisite: Mathematics 32, 32L, or 41. Instructor: Staff. One course.

103X. Honors Intermediate Calculus and Linear Algebra. (M, QID) QS Similar to Mathematics 103, but more theoretical. Students who have taken 32X are encouraged to enroll. Instructor: Staff. One course.

104. Linear Algebra and Applications. (M, QID) QS Systems of linear equations and elementary row operations, Euclidean n-space and subspaces, linear transformations and matrix representations, Gram-Schmidt orthogonalization process, determinants, eigenvectors and eigenvalues; applications. Not open to students who have taken Mathematics 107. Prerequisite: Mathematics 32, 32L, or 41. Instructor: Staff. One course.

104C. Linear Algebra with Scientific Computation. (M, QID) QS Introductory linear algebra developed from the perspective of computational algorithms. Similar to Mathematics 104, but emphasizes matrix factorizations and includes the programming of basic algorithms and the use of software packages. Prerequisite: Mathematics 32, 32L, or 41. Instructor: Staff. One course.

104X. Honors Intermediate Calculus and Linear Algebra. (M, QID) QS Similar to Mathematics 104, but more theoretical. Instructor: Staff. One course.

107. Linear Algebra and Differential Equations. (M, QID) QS Systems of linear equations, matrix operations, vector spaces, linear transformations, orthogonality, determinants, eigenvalues and eigenvectors, diagonalization, linear differential equations and systems with constant coefficients and applications, computer simulations. Intended primarily for engineering and science students. Prerequisite: Mathematics 103. Not open to students who have had Mathematics 104 or 111. Instructor: Staff. One course.

111. Applied Mathematical Analysis I. (M, QID) QS First and second order differential equations with applications; matrices, eigenvalues, and eigenvectors; linear systems of differential equations; Fourier series and applications to partial differential equations. Intended primarily for engineering and science students with emphasis on problem solving. Students taking Mathematics 104, especially mathematics majors, are urged to take Mathematics 131 instead. Mathematics 111 is not open to students who have had Mathematics 107, 108, and 131. Prerequisite: Mathematics 103. Instructor: Staff. One course.

114. Applied Mathematical Analysis II. (M, QID) QS Boundary value problems, complex variables, Cauchy's theorem, residues, Fourier transform, applications to partial differential equations. Not open to students who have had Mathematics 133, 181, or 211. Prerequisite: Mathematics 111 or 131, or 103 and consent of instructor. Instructor: Staff. One course.

121. Introduction to Abstract Algebra. (M, QID) QS Groups, rings, and fields. Students intending to take a year of abstract algebra should take Mathematics 200 and 201. Not open to students who have had Mathematics 200. Prerequisite: Mathematics 104 or 111. Instructor: Staff. One course.

123S. Geometry. (M, QID) QS, R Euclidean geometry, inverse and projective geometries, topology (Möbius strips, Klein bottle, projective space), and non-Euclidean geometries in two and three dimensions; contributions of Euclid, Gauss, Riemann, Bolyai, Lobachevsky, and Hilbert. Research project and paper required. Prerequisite: Mathematics 32, 32L, 41, or consent of instructor. Instructor: Staff. One course.

124. Combinatorics. (M, QID) QS Permutations and combinations, generating functions, recurrence relations; topics in enumeration theory, including the Principle of Inclusion-Exclusion and Polya Theory; topics in graph theory, including trees, circuits, and matrix representations; applications. Prerequisite: Mathematics 32, 32L, 41 or consent of instructor. Instructor: Staff. One course.

126. Introduction to Linear Programming and Game Theory. (M, QID) QS Fundamental properties of linear programs; linear inequalities and convex sets; primal simplex method, duality; integer programming; two-person and matrix games. Prerequisite: Mathematics 104 or equivalent. Instructor: Staff. One course.

128S. Number Theory. (M, QID) QS, R Same as Mathematics 128, but offered as a seminar. Individual research paper required. Instructor: Staff. One course. C-L: Information Science and Information Studies

131. Elementary Differential Equations. (M, QID) QS First and second order differential equations with applications; linear systems of differential equations; Fourier series and applications to partial differential equations. Additional topics may include stability, nonlinear systems, bifurcations, or numerical methods. Not open to students who have had Mathematics 108 or Mathematics 111. Prerequisite: Mathematics 103; corequisite: Mathematics 104. Instructor: Staff. One course.

132S. Nonlinear Ordinary Differential Equations. (M, QID) QS, R Theory and applications of systems of nonlinear ordinary differential equations. Topics may include qualitative behavior, numerical experiments, oscillations, bifurcations, deterministic chaos, fractal dimension of attracting sets, delay differential equations, and applications to the biological and physical sciences. Research project and paper required. Prerequisite: Mathematics 111 or 131 or consent of instructor. Instructor: Staff. One course.

133. Introduction to Partial Differential Equations. (M, QID) QS Heat, wave, and potential equations: scientific context, derivation, techniques of solution, and qualitative properties. Topics to include Fourier series and transforms, eigenvalue
problems, maximum principles, Green’s functions, and characteristics. Intended primarily for mathematics majors and those with similar backgrounds. Not open to students who have had Mathematics 114 or 211. Prerequisite: Mathematics 111 or 131 or consent of instructor. Instructor: Staff. One course.


136. Statistics. (M, QID) QS One course. C-L: see Statistics and Decision Sciences 114; also C-L: Information Science and Information Studies

139. Advanced Calculus I. (M, QID) QS, W Algebraic and topological structure of the real number system; rigorous development of one-variable calculus including continuous, differentiable, and Riemann integrable functions and the Fundamental Theorem of Calculus; uniform convergence of a sequence of functions; contributions of Newton, Leibniz, Cauchy, Riemann, and Weierstrass. Not open to students who have had Mathematics 203. Prerequisite: Mathematics 103. Instructor: Staff. One course.

149S. Problem Solving Seminar. (M, QID) QS Techniques for attacking and solving challenging mathematics problems and writing mathematical proofs. Course may be repeated. Consent of instructor required. Instructor: Staff. Half course.

150. Topics in Mathematics from a Historical Perspective. (M, QID) QS Content of course determined by instructor. Prerequisite: Mathematics 139 or 203 or consent of instructor. Instructor: Staff. One course.

160S. Mathematical Numerical Analysis. (M, QID) QS, R Same as Mathematics 160, but offered as a seminar. Research project and paper required. Instructor: Staff. One course.

181. Complex Analysis. (M, QID) QS Complex numbers, analytic functions, complex integration, Taylor and Laurent series, theory of residues, argument and maximum principles, conformal mapping. Not open to students who have had Mathematics 114 or 212. Prerequisite: Mathematics 103 and 104 or consent of instructor. Instructor: Staff. One course.

187. Introduction to Mathematical Logic. (M, QID) QS Propositional calculus; predicate calculus. Gödel completeness theorem, applications of number theory, incompleteness theorem, additional topics in proof theory or computability; contributions of Aristotle, Boole, Frege, Hilbert, and Gödel. Prerequisite: Mathematics 103 and 104 or Philosophy 103. Instructor: Staff. One course.

188. Logic and Its Applications. (M, QID) QS Topics in proof theory, model theory, and recursion theory; applications to computer science, formal linguistics, mathematics, and philosophy. Usually taught jointly by faculty members from the departments of computer science, mathematics, and philosophy. Prerequisite: a course in logic or consent of instructor. Instructor: Staff. One course. C-L: Computer Science 148, Philosophy 150

191. Independent Study. Directed reading in a field of special interest under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

192. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.
193. Independent Study. Same as Mathematics 191, but for seniors. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

194. Research Independent Study. Same as Mathematics 192, but for seniors. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

196S. Seminar in Mathematical Modeling. (M, QID) QS, R, W Introduction to techniques used in the construction, analysis, and evaluation of mathematical models. Individual modeling projects in biology, chemistry, economics, engineering, medicine, or physics. Students must write at least one substantial paper on their project. Prerequisite: Mathematics 111 or 131 or consent of instructor. Instructor: Staff. One course.

197S. Seminar in Mathematics. (M, QID) QS, R Intended primarily for juniors and seniors majoring in mathematics. Required research project culminating in written report. Prerequisite: Mathematics 103 and 104. Instructor: Staff. One course.

199S. Honors Seminar. (M, QID) QS, R Topics vary. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

For Seniors and Graduates

200. Introduction to Algebraic Structures I. (M, QID) QS Groups: symmetry, normal subgroups, quotient groups, group actions. Rings: homomorphisms, ideals, principal ideal domains, the Euclidean algorithm, unique factorization. Not open to students who have had Mathematics 121. Prerequisite: Mathematics 104 or equivalent. Instructor: Staff. One course.

201. Introduction to Algebraic Structures II. (M, QID) QS Fields and field extensions, modules over rings, further topics in groups, rings, fields, and their applications. Prerequisite: Mathematics 200, or 121 and consent of instructor. Instructor: Staff. One course.

203. Basic Analysis I. (M, QID) QS, W Topology of $\mathbb{R}^n$, continuous functions, uniform convergence, compactness, infinite series, theory of differentiation, and integration. Not open to students who have had Mathematics 139. Prerequisite: Mathematics 104. Instructor: Staff. One course.

204. Basic Analysis II. (M, QID) QS Differential and integral calculus in $\mathbb{R}^n$. Inverse and implicit function theorems. Further topics in multivariable analysis. Prerequisite: Mathematics 104; Mathematics 203, or 139 and consent of instructor. Instructor: Staff. One course.


206. Differential Geometry. (M, QID) QS Geometry of curves and surfaces, the Serret-Frenet frame of a space curve, the Gauss curvature, Cadazzi-Mainardi equations, the Gauss-Bonnet formula. Prerequisite: Mathematics 104. Instructor: Staff. One course.

215. Mathematical Finance. (M, QID) QS An introduction to the basic concepts of mathematical finance. Topics include modeling security price behavior, brownian and geometric brownian motion, mean variance analysis and the efficient frontier, expected utility maximization, Ito's formula and stochastic differential equations, the Black-Scholes equation and option pricing formula. Prerequisites: Mathematics 103, 104, 135 or equivalent, or consent of instructor. Instructor: Staff. One course.

216. Applied Stochastic Processes. (M, QID) QS An introduction to stochastic processes without measure theory. Topics selected from: Markov chains in discrete and continuous time, queuing theory, branching processes, martingales, Brownian motion, stochastic calculus. Not open to students who have taken Mathematics 240. Prerequisite:
Mathematics 135 or equivalent. Instructor: Staff. One course. C-L: Statistics and Decision Sciences 253

217. Linear Models. (M, QID) QS One course. C-L: see Statistics and Decision Sciences 244

221. Numerical Analysis. (M, QID) QS, R One course. C-L: see Computer Science 250; also C-L: Statistics and Decision Sciences 250


228. Mathematical Fluid Dynamics. (M, QID) QS Properties and solutions of the Euler and Navier-Stokes equations, including particle trajectories, vorticity, conserved quantities, shear, deformation and rotation in two and three dimensions, the Biot-Savart law, and singular integrals. Additional topics determined by the instructor. Prerequisite: Mathematics 133 or 211 or an equivalent course. Instructor: Staff. One course.

229. Mathematical Modeling. (M, QID) QS Formulation and analysis of mathematical models in science and engineering. Emphasis on case studies; may include individual or team research projects. Instructor: Staff. One course.

231. Ordinary Differential Equations. (M, QID) QS Existence and uniqueness theorems for nonlinear systems, well-posedness, two-point boundary value problems, phase plane diagrams, stability, dynamical systems, and strange attractors. Not open to students who have taken the former Mathematics 296. Prerequisite: Mathematics 104, 111 or 131, and 203 or 139. Instructor: Staff. One course.

taken the former Mathematics 297. Prerequisite: Mathematics 204 or equivalent. Instructor: Staff. One course.


236. General Relativity. NS One course. C-L: see Physics 292

241. Real Analysis I. (M, QID) QS Measures; Lebesgue integral; $L^p$ spaces; Daniell integral, differentiation theory, product measures. Not open to students who have taken the former Mathematics 281. Prerequisite: Mathematics 204 or equivalent. Instructor: Staff. One course.

242. Real Analysis II. (M, QID) QS Metric spaces, fixed point theorems, Baire category theorem, Banach spaces, fundamental theorems of functional analysis, Fourier transform. Not open to students who have taken the former Mathematics 282. Prerequisite: Mathematics 241 or equivalent. Instructor: Staff. One course.

245. Complex Analysis. (M, QID) QS Complex calculus, conformal mapping, Riemann mapping theorem, Riemann surfaces. Not open to students who have taken Mathematics 285. Prerequisite: Mathematics 204 or equivalent. Instructor: Staff. One course.

248. Topics in Analysis. (QID) Harmonic analysis, dynamical systems, geometric measure theory, or calculus of variations. Prerequisite: Mathematics 241 and 245 or equivalents. Instructor: Staff. One course.

250. Computation in Algebra and Geometry. (M, QID) QS Application of computing to problems in areas of algebra and geometry, such as linear algebra, algebraic geometry, differential geometry, representation theory, and number theory, use of general purpose symbolic computation packages such as Maple or Mathematica; use of special purpose packages such as Macaulay, PARI-GP, and LiE; programming in C/C++. Previous experience with programming or the various mathematical topics not required. Corequisite: Mathematics 251 or consent of instructor. Instructor: Staff. One course.

251. Groups, Rings, and Fields. (M, QID) QS Groups including nilpotent and solvable groups, p-groups and Sylow theorems; rings and modules including classification of modules over a PID and applications to linear algebra; fields including extensions and Galois theory. Not open to students who have taken Mathematics 260. Prerequisite: Mathematics 201 or equivalent. Instructor: Staff. One course.

252. Commutative Algebra. (M, QID) QS Extension and contraction of ideals, modules of fractions, primary decomposition, integral dependence, chain conditions, affine algebraic varieties, Dedekind domains, completions. Not open to students who have taken the former Mathematics 261. Prerequisite: Mathematics 251 or equivalent. Instructor: Staff. One course.

253. Representation Theory. (M, QID) QS Representation theory of finite groups, Lie algebras and Lie groups, roots, weights, Dynkin diagrams, classification of semisimple Lie algebras and their representations, exceptional groups, examples and applications to geometry and mathematical physics. Prerequisite: Mathematics 200 or equivalent. Instructor: Staff. One course. C-L: Physics 293

254. Topics in Algebra. (M, QID) QS Algebraic number theory, algebraic $K$-theory, homological algebra, or other topics. Prerequisite: Mathematics 251. Instructor: Staff. One course.

261. Algebraic Topology I. (M, QID) QS Fundamental group and covering spaces, singular and cellular homology, Eilenberg-Steenrod axioms of homology, Euler characteristic, classification of surfaces, singular and cellular cohomology. Not open to
students who have taken Mathematics 271. Prerequisite: Mathematics 200 and 205 or consent of instructor. Instructor: Staff. One course.

262. Algebraic Topology II. (M, QID) QS Universal coefficient theorems, Künneth theorem, cup and cap products, Poincaré duality, plus topics selected from: higher homotopy groups, obstruction theory, Hurewicz and Whitehead theorems, and characteristic classes. Prerequisite: Mathematics 261 or consent of instructor. Instructor: Staff. One course.

263. Topics in Topology. (M, QID) QS Algebraic, geometric, or differential topology. Consent of instructor required. Instructor: Staff. One course.

267. Differential Geometry. (M, QID) QS Differentiable manifolds, fiber bundles, connections, curvature, characteristic classes, Riemannian geometry including submanifolds and variations of length integral, complex manifolds, homogeneous spaces. Not open to students who have taken Mathematics 275. Prerequisite: Mathematics 204 or equivalent. Instructor: Staff. One course.

268. Topics in Differential Geometry. (M, QID) QS Lie groups and related topics, Hodge theory, index theory, minimal surfaces, Yang-Mills fields, exterior differential systems, harmonic maps, symplectic geometry. Prerequisite: Mathematics 267 or consent of instructor. Instructor: Staff. One course.

272. Riemann Surfaces. (M, QID) QS Compact Riemann Surfaces, maps to projective space, Riemann-Roch Theorem, Serre duality, Hurwitz formula, Hodge theory in dimension one, Jacobians, the Abel-Jacobi map, sheaves, Cech cohomology. Prerequisite: Mathematics 245 and Mathematics 261 or consent of instructor. Instructor: Staff. One course.

273. Algebraic Geometry. (M, QID) QS Affine varieties, projective varieties, Riemann surfaces, algebraic curves, algebraic groups, sheaf cohomology, singularities, Hodge theory, or computational algebraic geometry. Prerequisite: Mathematics 251 or equivalent and consent of instructor. Instructor: Staff. One course.

274. Number Theory. (M, QID) QS Binary quadratic forms; Orders, Integral closure; Dedekind domains; Fractional ideals; Spectra of rings; Minkowski theory; Fundamental finiteness theorems; Valuations; Ramification; Zeta functions; Density of primes in arithmetic progressions. Prerequisites: Mathematics 201 or 251 or consent of instructor. Instructor: Staff. One course.

277. Topics in Algebraic Geometry. (M, QID) QS Schemes, intersection theory, deformation theory, moduli, classification of varieties, variation of Hodge structure, Calabi-Yau manifolds, or arithmetic algebraic geometry. Prerequisite: Mathematics 273 or consent of instructor. Instructor: Staff. One course.

281. Partial Differential Equations II. (M, QID) QS Linear wave motion, dispersion, stationary phase, foundations of continuum mechanics, characteristics, linear hyperbolic systems, and nonlinear conservation laws. Not open to students who have taken the former Mathematics 298. Prerequisite: Mathematics 232 or equivalent. Instructor: Staff. One course.


287. Probability. (M, QID) QS Random variables, independence, expectations, laws of large numbers, central limit theorem, martingales, Brownian motion. Not open to students who have taken Mathematics 290. Prerequisite: Mathematics 241 or equivalent. Instructor: Staff. One course. C-L: Statistics and Decision Sciences 207
295. Special Topics. (M, QID) QS Instructor: Staff. One course.
298. Special Readings. (M) QS Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED
31. Introductory Calculus I. (M, QID) QS
103L. Laboratory Calculus III. (M, QID) QS
120S. Introduction to Theoretical Mathematics. (M, QID) QS
128. Number Theory. (M, QID) QS
150S. Topics in Mathematics from a Historical Perspective. (M, QID) QS, R
160. Mathematical Numerical Analysis. (M, QID) QS
171S. Elementary Topology. (QID) R
198S. Honors Seminar in Mathematics. (M, QID) QS, R
207. Topics in Mathematical Physics. (M, QID) QS
211. Mathematical Methods in Physics and Engineering I. (M, QID) QS
212. Mathematical Methods in Physics and Engineering II. (M, QID) QS
218. Introduction to Multivariate Statistics. (M, QID) QS
222. Numerical Methods for Partial Differential Equations. (M, QID) QS
223. Numerical Linear Algebra. (M, QID) QS
249. Topics in Functional Analysis. (QID)
257. Mathematical Logic. (M, QID) QS
264. Topics in Topology. (M, QID) QS
279. Topics in Mathematical Physics. (M, QID) QS
284. Topics in Partial Differential Equations. (M, QID) QS
288. Topics in Probability Theory. (M, QID) QS
297. Special Readings. (M, QID) QS

THE MAJOR

The Department of Mathematics offers both the A.B. degree and the B.S. degree. Students who plan to attend graduate school in mathematics or the sciences should consider working toward the B.S. degree, which requires at least eight courses in mathematics numbered above Mathematics 104. The A.B. degree requires at least seven courses in mathematics numbered above Mathematics 104. At least half of the major/ minor courses numbered above 103 should be taken at Duke. In particular, Mathematics 121 (or 200) and 139 (or 203) should be taken at Duke. The specific requirements for each degree are listed below.

The director of undergraduate studies can be consulted for additional information and advice on course selection. The Handbook for Mathematics Majors and Minors, published by the department, can be used as a guide in developing a coherent program of study consistent with professional goals.

For the A.B. Degree

Prerequisites. Mathematics 31 or 31L or an equivalent course (Advanced Placement allowed); Mathematics 32 or 32L or 41 or an equivalent course (Advanced Placement allowed); Mathematics 103 and Mathematics 104 or equivalent courses. (Many upper-level mathematics courses assume programming experience at the level of Computer Science 4. Students without computer experience are encouraged to take Computer Science 6.)

Major Requirements. Seven courses in mathematics numbered above 104 including Mathematics 121 or 200 and Mathematics 139 or 203.
For the B.S. Degree

**Preparquisites.** Mathematics 31 or 31L or an equivalent course (Advanced Placement allowed); Mathematics 32 or 32L or 41 or an equivalent course (Advanced Placement allowed); Mathematics 103 and Mathematics 104 or equivalent courses. (Many upper-level mathematics courses assume programming experience at the level of Computer Science 4. Students without computer experience are encouraged to take Computer Science 6.)

**Major Requirements.** Eight courses in mathematics numbered above 104 including: Mathematics 121 or 200; Mathematics 139 or 203; and one of Mathematics 136, 181, 201, 204, 205, 206, 215, 216. Also, one of Physics 41L, 51L, 53L and one of Physics 42L, 52L, 54L.

Departmental Graduation with Distinction

The department offers a program for Graduation with Distinction in mathematics. See the *Handbook for Mathematics Majors and Minors* and also the section on honors in this bulletin.

**THE MINOR**

**Preparquisites.** Mathematics 103 or equivalent.

**Requirements.** Five courses in mathematics numbered above 103, to include at least one course (or its equivalent) from the following: Mathematics 121, 132S, 135, 139, 160, 181, 187, or any 200-level course.

**Medicine (School)- Graduate (School) Basic Science Courses Open to Undergraduates**

Qualified students in arts and sciences may select courses from the following offered by the graduate departments associated with the School of Medicine. A major is not offered to undergraduates in any of the departments listed below. For permission to register for these courses and for further information, see Professors Spicer (biochemistry), Endow (cell biology), Speer (University Program In Genetics), Dawson (immunology), Wharton (microbiology), Beese (structural biology and biophysics), W. C. Hall (neurobiology), Abraham (pathology), and Schwartz-Bloom (pharmacology and cancer biology). Course descriptions and prerequisite requirements for the 200-level courses below are described in the *Bulletin of Duke University: Graduate School*.

**BIOCHEMISTRY (BIOCHEM)**


220. Structure of Biological Macromolecules. QID, R One course. C-L: Molecular Biophysics 222


228. Introductory Biochemistry II. One course.

258. Structural Biochemistry I. Half course. C-L: Cell and Molecular Biology 258, Cell Biology 258, University Program in Genetics 258, Immunology 258, Molecular Biophysics 258

259. Structural Biochemistry II. Half course. C-L: Cell Biology 259, Immunology 259, Molecular Biophysics 259, University Program in Genetics 259

265S. Seminar. One course.


268. Biochemical Genetics II: From RNA to Protein. Half course. C-L: Cell Biology 268, Immunology 268, University Program in Genetics 268


**CELL BIOLOGY (CELLBIO)**

All courses require the consent of the director of undergraduate studies.

203. Introduction to Physiology. Half course.

206. Physiology and Medicine of Extreme Environments. One course.


212. Topics in Reproductive Biology. One course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Co-requisites</th>
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</thead>
<tbody>
<tr>
<td>244L</td>
<td>Molecular and Cellular Processes in Marine Organisms</td>
<td>One</td>
<td>C-L: Environment 244L, Marine Sciences</td>
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<tr>
<td>258</td>
<td>Structural Biochemistry I</td>
<td>Half</td>
<td>C-L: see Biochemistry 258; also C-L: Cell and Molecular Biology 258, University Program in Genetics 258, Immunology 258, Molecular Biophysics 258</td>
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<tr>
<td>268</td>
<td>Biochemical Genetics II: From RNA to Protein</td>
<td>Half</td>
<td>C-L: see Biochemistry 268; also C-L: Immunology 268, University Program in Genetics 268</td>
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<td></td>
<td>Courses Currently Unscheduled</td>
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<tr>
<td>204</td>
<td>Cell and Molecular Physiology</td>
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<td>205</td>
<td>Design and Analysis of Biological Experiments</td>
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<td>213</td>
<td>Oxygen and Physiological Function</td>
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<td>215</td>
<td>Seminar in the Physiology of Disease</td>
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<td>217</td>
<td>Selected Membrane Transport</td>
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<td>223</td>
<td>Cellular and Integrative Cardiovascular Physiology and Biophysics</td>
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<td>232</td>
<td>Extracellular Matrix and Cell Adhesion</td>
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<td>CELL AND MOLECULAR BIOLOGY (CMB)</td>
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<td>258</td>
<td>Structural Biochemistry I</td>
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<td>C-L: see Biochemistry 258; also C-L: Cell Biology 258, University Program in Genetics 258, Immunology 258, Molecular Biophysics 258</td>
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<td>UNIVERSITY PROGRAM IN GENETICS (UPGEN)</td>
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<td>Research Independent Study</td>
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<td>192</td>
<td>Research Independent Study</td>
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<tr>
<td>200</td>
<td>Genetic Analysis for Human Disease</td>
<td>One</td>
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<td>258</td>
<td>Structural Biochemistry I</td>
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<td>C-L: see Biochemistry 258; also C-L: Cell and Molecular Biology 258, Cell Biology 258, Immunology 258, Molecular Biophysics 258</td>
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<td>IMMUNOLOGY (IMMUNOL)</td>
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<td>282</td>
<td>Microbial Pathogenesis</td>
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<td>MOLECULAR GENETICS AND MICROBIOLOGY (MGM)</td>
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<tr>
<td>203</td>
<td>Research Independent Study</td>
<td>One</td>
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<td>207</td>
<td>Critical Readings in Genetics and Genomics</td>
<td>One</td>
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<td>232</td>
<td>Human Genetics</td>
<td>One</td>
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<tr>
<td>252</td>
<td>Virology</td>
<td>One</td>
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</tbody>
</table>
NEUROBIOLOGY (NEUROBIO)

93S. Neurobiology of Mind. NS, QID One course.
154. Fundamentals of Neuroscience. NS, QID One course. C-L: see Psychology 135; also C-L: Biology 154, Neurosciences Program
210. Independent Study. One course.
212. Research Independent Study. R One course.
Courses Currently Unscheduled
168S. Fundamental Issues in the Study of the Brain. NS, QID
181LS. Molecular Electrophysiology and Imaging of the Nervous System. NS, QID, R
195S. Special Topics in Neurobiology
196S. Special Topics in Neurobiology

PATHOLOGY (PATHOL)

210. Independent Study. One course.

PHARMACOLOGY AND CANCER BIOLOGY (PHARM)

160. Drugs, Brain, and Behavior. NS, QID One course. C-L: Psychology 127
192. Research Independent Study. R One course.
233. Essentials of Pharmacology and Toxicology. One course.
254. Mammalian Toxicology. One course.
297. Research Independent Study. R One course.
298. Research Independent Study. R One course.

Medieval and Renaissance Studies (MEDREN)

Associate Professor Shannon, Director; Associate Professor Rasmussen, Director of Undergraduate Studies; Professors Aers, Beckwith, Bland, Borchardt, Bruzelius, Clark, Clay, DeNeef, Finucci, Garcia-Gómez, Greer, Herrup, Hillerbrand, Mahoney, Mignolo, Porter, Price, Quilligan, Rigsby, Shatzmiller, Steinmetz, Wharton, and Witt; Associate Professors Bartlet, Brothers, Keefe, Longino, Neuschel, Robisheaux, Silverblatt, Solterer, Somerset, and Van Miegroet; Assistant Professors McCarthy, Parker, Shachter, and Woods; Professors Emeriti Caserta, Newton, Randall, Silbiger, Tetel, and Williams; Adjunct Assistant Professor Keul

A major or minor is available in this program.

The program in Medieval and Renaissance Studies is designed to provide the student with a well-rounded understanding of the historical, cultural, and social forces that shaped the medieval and Renaissance periods. The program is divided into four areas of study: fine arts (art and music); history; language and literature (English, French, German, Greek, Italian, Latin, and Spanish); and philosophy and religion. See the section on the major below.

MEDIEVAL AND RENAISSANCE CORE COURSES

225. First-Year Seminar: Topics in Renaissance Studies. Topics vary according to instructor: perspectives from history, literature, religion, philosophy, and the arts. Instructor: Staff. One course.
495. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.
114. Aspects of Medieval Culture. ALP, CCI, CZ A study of historical, literary, philosophical, and art historical materials introducing medieval culture and the
methods developed for its study. Instructor: Staff. One course. C-L: Art History 139,
Classical Studies 139, History 116, English 123C

115. Aspects of Renaissance Culture. ALP, CCI, CZ A study of historical, literary,
philosophical, and art historical materials introducing Renaissance culture and the
methods developed for its study. Instructor: Staff. One course. C-L: Art History 149,
History 148A, Italian 125, English 123E

195. Independent Study. Individual research and reading in a field of special interest,
under the supervision of a faculty member, resulting in a substantive paper or written
report containing significant analysis and interpretation of a previously approved topic.
Usually undertaken by a student working on an Honors project in consultation with the
student's project advisor. Consent of instructor required. Instructor: Staff. One course.

196. Independent Study. Study Medieval and Renaissance Studies 195. Consent of
instructor required. Instructor: Staff. One course.

OTHER MEDIEVAL AND RENAISSANCE COURSES

For descriptions of most of these courses, consult the cross-listings under the
specified department in this bulletin.

50. Duke-Administered Study Abroad: Special Topics in Medieval and Renaissance
Studies. Topics differ by section. Instructor: Staff. One course.

100. Topics in Medieval and Renaissance Studies. Topics may focus on fine arts,
history, language and literature, or philosophy and religion, frequently engaging
interdisciplinary perspectives. Instructor: Staff. One course.

100S. Seminar in Medieval and Renaissance Studies. Seminar version of Medieval and
Renaissance Studies 100. Instructor: Staff. One course.

107A. Tudor/Stuart Britain. CZ, R, W One course. C-L: see History 107A; also C-L:
Comparative Area Studies

109S. The Tragedies of Shakespeare. ALP One course. C-L: see Theater Studies 112S;
also C-L: English 129BS

110. Duke-Administered Study Abroad: Advanced Special Topics in Medieval and
Renaissance Studies. Topics differ by section. Instructor: Staff. One course.

111A. Introduction to Italian Literature I. ALP, CCI, FL One course. C-L: see Italian 111

111B. Introduction to Spanish Literature I. ALP, CCI, FL One course. C-L: see Spanish

111C. Introduction to French Literature I. ALP, CCI, FL One course. C-L: see French 111

112A. Gothic Cathedrals. ALP, CCI, CZ, R One course. C-L: see Art History 110

112B. Medieval Architecture. ALP, CCI, CZ, R One course. C-L: see Art History 111

113. The Art of Medieval Southern Italy. ALP, CCI, CZ, R One course. C-L: see Art
History 112

116S. The Pagan World of the Divine Comedy. ALP, CCI One course. C-L: see Classical
Studies 116S

117A. Ancient Myth in Literature. ALP, CCI One course. C-L: see Classical Studies 117

119. Medieval Philosophy. CCI, CZ, EI One course. C-L: see Philosophy 119

120. Late Medieval and Renaissance Philosophy. CCI, CZ One course. C-L: see Philosophy 120

121A. Medieval English Literature to 1500. ALP, CCI, R One course. C-L: see English
121A

121B. Sixteenth-Century English Literature. ALP One course. C-L: see English 121B

123A. English Literature: 1600 to 1660. ALP One course. C-L: see English 123A

129C. Shakespeare: Comedies and Romances. ALP One course. C-L: see English 129C
130. Late Antique Christian Art. ALP, CCI, CZ, W One course. C-L: see Art History 130; also C-L: Classical Studies 130, Religion 130
131B. Art of the Late Middle Ages. ALP, CCI, CZ, R One course. C-L: see Art History 132
131C. Topics in Medieval Art and Architecture. ALP, CCI, CZ One course. C-L: see Art History 134
133A. Poverty and Sanctity in Medieval Society. CCI, CZ, EI One course. C-L: see History 133A
133B. British Isles in the Middle Ages. CCI, CZ, EI One course. C-L: see History 133C
134A. History of Jews in the Early Middle Ages. CCI, CZ, R One course. C-L: see History 134A; also C-L: Judaic Studies
134B. History of Jews in the Late Middle Ages. CCI, CZ, R One course. C-L: see History 134B; also C-L: Judaic Studies
134C. Jewish Mysticism. CZ, EI One course. C-L: see Religion 134; also C-L: Comparative Area Studies, Judaic Studies
138. Reformation Europe. CCI, CZ One course. C-L: see History 138; also C-L: Comparative Area Studies
139AS. Special Topics in British Literature I. ALP One course. C-L: see English 139AS
140A. France in the Making: Language, Nation, and Literary Culture in Premodern Europe. CCI, CZ, FL One course. C-L: see French 140; also C-L: Comparative Area Studies
140BS. Chaucer. ALP, CCI, R One course. C-L: see English 140S
140C. Topics in Renaissance Art. ALP, CCI, CZ One course. C-L: see Art History 140
141. Fifteenth-Century Italian Art. ALP, CCI, CZ, R One course. C-L: see Art History 141
141B. Chaucer. ALP, CCI, R One course. C-L: see English 141
142. Sixteenth-Century Italian Art. ALP, CCI, CZ, R One course. C-L: see Art History 142
144C. The Crusades to the Holy Land. CCI, CZ, R One course. C-L: see History 144A; also C-L: Judaic Studies
145A. Milton. ALP, R One course. C-L: see English 145
146A. Introduction to Islamic Civilization. CCI, CZ, EI One course. C-L: see Religion 146; also C-L: Cultural Anthropology 147, History 101G, Comparative Area Studies, Information Science and Information Studies
147A. Introduction to Islamic Civilization. CCI, CZ, EI One course. C-L: see Religion 147; also C-L: Cultural Anthropology 148, History 102G, Comparative Area Studies
147B. Magic, Religion, and Science since 1400. CCI, CZ, STS One course. C-L: see History 147
148B. History of Medieval and Renaissance Italy. ALP, CZ One course. C-L: see History 148B
150. Italian Baroque Architecture. ALP, CCI, CZ, R One course. C-L: see Art History 150
151A. The History of the Renaissance in Europe 1250-1550. CZ, W One course. C-L: see History 151A; also C-L: Comparative Area Studies
151B. Spanish Literature of the Renaissance and the Baroque. ALP, CCI, FL One course. C-L: see Spanish 151
151C. Art of Italy in the Seventeenth Century. ALP, CCI, CZ, R One course. C-L: see Art History 151; also C-L: Comparative Area Studies
152B. Netherlandish Art and Visual Culture in the Seventeenth and Eighteenth Centuries. ALP, CCI, CZ, R One course. C-L: see Art History 153; also C-L: Comparative Area Studies

153A. Islamic Mysticism: Arabic (Western) Tradition. CCI, CZ, EI One course. C-L: see Religion 152A; also C-L: African and African American Studies 151, Comparative Area Studies

153B. Golden Age Literature: Cervantes. ALP, CCI, FL One course. C-L: see Spanish 153

155S. Music History I: To 1650. ALP, CCI, CZ One course. C-L: see Music 155S

156A. The Reformation of the Sixteenth Century. CCI, CZ, EI One course. C-L: see Religion 158; also C-L: History 156A

157. French Art and Visual Culture in the Early Modern Period. ALP, CCI, CZ, R One course. C-L: see Art History 156

158. History of Netherlandish Art and Visual Culture in a European Context. ALP, CCI, CZ One course. C-L: see Art History 158; also C-L: Comparative Area Studies

159. History of Netherlandish Art and Visual Culture in a European Context. ALP, CCI, CZ One course. C-L: see Art History 159; also C-L: Comparative Area Studies

160S. Topics in Renaissance Literature and Culture. ALP, CCI, FL One course. C-L: see French 145S; also C-L: Comparative Area Studies

161S. Topics in Early Modern Literature and Culture. ALP, CCI, FL One course. C-L: see Italian 145S

164D. Love in the Western World. CCI, CZ One course. C-L: see History 164AD

164S. Medieval German Literature. ALP, CCI, R One course. C-L: see German 164S

165S. The Vikings and Their Literature. ALP, CCI, EI One course. C-L: see German 165S

166. Dante in Translation I. ALP, CCI, CZ One course. C-L: see Italian 129A

167. Dante in Translation II. ALP, CCI, CZ One course. C-L: see Italian 129B

168S. Germanic Heroic Literature. ALP, CCI, R One course. C-L: see German 167S; also C-L: English 121S

172. Women in the Middle Ages and Renaissance. CCI, CZ, R One course. C-L: see History 171A

182. Shakespeare before 1600. ALP, EI, R One course. C-L: see English 143; also C-L: Theater Studies 109

183. Shakespeare after 1600. ALP, EI, R One course. C-L: see English 144; also C-L: Theater Studies 110

188. Topics in Early Modern Netherlandish Art and Material Culture. ALP, CCI, CZ One course. C-L: see Art History 188

200. Advanced Topics in Medieval and Renaissance Studies. Topics may focus on fine arts, history, language and literature, or philosophy and religion. Open to seniors and graduate students; other students may need consent of instructor. Instructor: Staff. One course.

200S. Advanced Seminar in Medieval and Renaissance Studies. Topics may focus on fine arts, history, language and literature, or philosophy and religion. These seminar courses frequently engage interdisciplinary perspectives, historiography, and interpretation of medieval and Renaissance cultures. Open to seniors and graduate students; other students may need consent of instructor. Instructor: Staff. One course.

201S. Introduction to Medieval German: The Language of the German Middle Ages and Its Literature. ALP, FL, R One course. C-L: see German 201S
202A. Christian Thought in the Middle Ages. CZ A survey of the history of Christian theology from St. Augustine to the young Martin Luther. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Steinmetz. One course.
202B. Early and Medieval Christianity. CZ A survey of the history of Christianity from its beginnings through the fifteenth century. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Keefe and Steinmetz. One course.
202C. Modern European Christianity. CZ A survey of the history of Christianity from the Reformation to the present, with emphasis on the early modern era. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Heitzenrater and Steinmetz. One course.
203S. Sex, Gender, and Love in Medieval German Literature. ALP, CCI, FL One course. C-L: see German 203S
204. Origen. CZ, EI One course. C-L: see Religion 204
205. The English Reformation. CZ The religious history of England from the accession of Henry VIII to the death of Elizabeth I. Extensive readings in the English reformers from Tyndale to Hooker. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Steinmetz. One course.
206. The Christian Mystical Tradition in the Medieval Centuries. CZ Reading and discussion of the writings of medieval Christian mystics (in translation). Each year offers a special focus, such as: Women at Prayer; Fourteenth-Century Mystics; Spanish Mystics. Less well-known writers (Hadewijch, Birgitta of Sweden, Catherine of Genoa) as well as giants (Eckhart, Ruusbroec, Tauler, Suso, Teresa of Avila, Julian of Norwich, Catherine of Siena, and Bernard of Clairvaux) are included. Also offered as a Divinity School course, and as Religion 206. Open to juniors and seniors only. Instructor: Keefe. One course.
207. Readings in Historical Theology. CZ Also offered as a Divinity School course. Open to juniors and seniors only. Prerequisites: Medieval and Renaissance Studies 202B and 202C. Instructor: Staff. One course.
209S. Middle English Literature: 1100 to 1500. ALP, CCI, R One course. C-L: see English 212S
210AS. History of the Spanish Language. FL One course. C-L: see Spanish 210S; also C-L: Linguistics 210S, Comparative Area Studies
210CS. Renaissance and Reformation. ALP, CCI, FL, R One course. C-L: see German 210S
212. Notation. ALP, R One course. C-L: see Music 212
213S. Chaucer and His Contexts. ALP, CCI, R One course. C-L: see English 213S
216. Augustine. CZ, EI One course. C-L: see Religion 219
218S. Medieval Philosophy. CCI, CZ, R One course. C-L: see Philosophy 218S
219S. Late Medieval and Renaissance Philosophy. CCI, CZ, R One course. C-L: see Philosophy 219S
220AS. The Society and Economy of Europe, 1400 - 1700. CCI, CZ, R One course. C-L: see History 221AS; also C-L: Economics 204S
220BS. Religion and Society in the Age of the Reformation. CZ, R One course. C-L: see History 221BS
220S. Shakespeare: Selected Topics. ALP, R One course. C-L: see English 220S
221BS. Renaissance Prose and Poetry: 1500 to 1660. ALP, R One course. C-L: see English 221S
221C. Medieval Latin. ALP, CCI, FL One course. C-L: see Latin 221
223A. Music in the Middle Ages. ALP, R One course. C-L: see Music 222
223B. Music in the Renaissance. ALP, R One course. C-L: see Music 223
224. Music in the Baroque Era. ALP, R One course. C-L: see Music 224
233S. Topics in Early Christian and Byzantine Art. ALP, CCI, CZ One course. C-L: see Art History 233S; also C-L: Classical Studies 230S, Religion 275S
234A. Early Christian Asceticism. CZ, EL One course. C-L: see Religion 234; also C-L: Women's Studies
236A. Luther and the Reformation in Germany. CZ The theology of Martin Luther in the context of competing visions of reform. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Steinmetz. One course.
237S. Topics in Romanesque and Gothic Art and Architecture. ALP, CCI, CZ, R One course. C-L: see Art History 236S
240. Medieval Narrative. ALP, CCI, FL One course. C-L: see French 240
241. History of Netherlandish Art and Visual Culture in a European Context. ALP, CCI, CZ, R One course. C-L: see Art History 241; also C-L: Comparative Area Studies
242. History of Netherlandish Art and Visual Culture in a European Context. ALP, CCI, CZ, R One course. C-L: see Art History 242; also C-L: Comparative Area Studies
243S. Topics in Netherlandish and German Art. ALP, CCI, CZ, R One course. C-L: see Art History 243S; also C-L: Comparative Area Studies
245. Problems in Reformation Theology. CZ Consent of instructor required. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Steinmetz. One course.
246. Problems in Historical Theology. CZ Consent of instructor required. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Staff. One course.
247. Readings in Latin Ecclesiastical Literature. CCI, CZ Readings in Latin of pastoral, theological, and church-disciplinary literature from the late patristic and medieval period. Also offered as a graduate Religion and Divinity School course. Open to juniors and seniors only. Prerequisite: knowledge of Latin. Instructor: Keefe. One course.
249. Early Modern Studies. ALP, FL, R One course. C-L: see French 247
250. Women in the Medieval Church. CZ The history of the Medieval Church told from its women figures. Attention to the life and writings of saints, heretics, abbesses, queens, mystics, recluses, virgins, bishops' wives, and reformers. Topic varies. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Keefe. One course.
267S. Britain in the Sixteenth Century. CCI, CZ, R, SS One course. C-L: see History 267S
268S. England in the Seventeenth Century. CCI, CZ, R One course. C-L: see History 268S; also C-L: Comparative Area Studies
272. The Early Medieval Church. CZ Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Keefe. One course.
273. The Early Medieval Church, Out of Africa: Christianity in North Africa before Islam. CZ Selected writings of Tertullian, Cyprian, and Augustine, as well as lesser known African Fathers, on topics such as the African rite of baptism, African creeds, and African church councils. Focus on major theological, liturgical, and pastoral problems in the African church in order to gain perspective on the crucial role of the African church in the development of the church in the West. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Keefe. One course.
276. The Sacraments in the Patristic and Early Medieval Period. CZ A study of the celebration and interpretation of baptism or eucharist in the church orders and texts of the early church writers. Also offered as a Divinity School course. Open to juniors and seniors only. Instructor: Keefe. One course.
COURSES CURRENTLY UNSCHEDULED
108S. The Comedies of Shakespeare. ALP
118. Early Modern Europe. CCI, CZ, R
129. The History of Prints and Printmaking. ALP, CCI, CZ, R
132AS. Topics in Renaissance British Literature. ALP
135. Jewish Religious Thought. CZ, EI
136. Colonial Art of the Andean Region. ALP, CCI, FL
143. The Art of the Counter Reformation. ALP, CCI, CZ, R
144A. Medieval Fictions. ALP, CCI, FL
144B. Renaissance and Baroque Art History. ALP, CCI, CZ
145A. Renaissance Art in Florence. ALP, CCI, CZ
146. Italian Renaissance Architecture. ALP, CCI, CZ, R
147C. Seventeenth-Century Fictions of Women. ALP, CCI, FL
148A. Art of the Netherlands in the Fifteenth Century. ALP, CCI, CZ, R
152A. Art of the Netherlands in the Sixteenth Century. ALP, CCI, CZ, R
154A. German Art in the Fifteenth and Sixteenth Centuries. ALP, CCI, CZ, R
154B. Mercantile Culture and Art in the Netherlands. ALP, CCI, CZ, R
162S. Montaigne and Friends. ALP, CCI, FL
171. Topics in Seventeenth-Century French Theater. ALP, CCI, FL
208. History of the English Language. (QID) SS
210B. History of the French Language. (QID) FL
215S. German Baroque Literature. ALP, FL, R
234B. Heresy: Theological and Social Dimensions of Early Christian Dissent. CCI, CZ
236B. Special Topics in Early Medieval History. CZ
238S. Europe in the High Middle Ages. CCI, CZ, R
244. Classical Islamic Theology and Ethics. CZ, EI
248S. Topics in Italian Renaissance Art. ALP, CCI, CZ, R
254. Justice, Law, and Commerce in Islam. CZ, EI
260A. The Byzantine Empire. CCI, CZ, R
260B. History of the German Language. (QID)
261S. Topics in Italian Baroque Art. ALP, CCI, CZ, R
285. Dante. ALP, FL

THE MAJOR
The major requires ten courses, at least eight of which must be at the 100 level or above in the following four areas of study: history; fine arts (art and music); language and literature (English, French, German, Greek, Italian, Latin, and Spanish); philosophy and religion.

Requirements. Students must either participate in the Medieval and Renaissance FOCUS program or take Medieval and Renaissance Studies 114 and 115. In addition to these two courses, students must take the remaining eight courses in one of the following distributions: (a) 3-3-2-0, three courses in two of the four areas of study and two courses in a third area; or (b) 3-3-1-1, three courses in two of the four areas of study and one course in each of the other two areas.

Two courses may be at the introductory level approved by the director of undergraduate studies. Students presenting two courses in the Medieval and Renaissance FOCUS program do not need approval.

Each program is tailored to the needs and interests of the student under the supervision of a committee consisting of faculty members from appropriate departments. After discussion with the director of undergraduate studies for Medieval and Renaissance Studies, the student submits a provisional program of study outlining special interdisciplinary interests. Normally the program is planned well before the end of the sophomore year to allow time to acquire a working knowledge of languages pertinent to specific interests.
Graduation With Distinction

Majors are encouraged to pursue honors work in an area of special interest.

Procedure for Selection of Students. The student should apply to the director of undergraduate studies during the junior year, and must maintain a minimum GPA of 3.5 in the Medieval and Renaissance Studies major.

Expected Product. A written thesis based on at least one independent study (Medieval and Renaissance Studies 195, 196) with a Medieval and Renaissance Studies faculty member who directs the thesis.

Evaluation Procedure. Evaluation by a committee of three Medieval and Renaissance Studies faculty members appointed by the director of undergraduate studies, one of whom must be the thesis director.

Levels of Distinction. Recommendation from the review committee for distinction, high distinction, and highest distinction based on the quality of the thesis and on performance in the major program.

Special Courses. The Medieval and Renaissance Studies independent study courses (Medieval and Renaissance Studies 195, 196) may count toward the major. The thesis may be written in conjunction with independent study work in either the junior or senior year.

THE MINOR

Requirements. Five courses, at least three of which must be at the 100 level or above. Two of these must be FOCUS or Medieval and Renaissance Studies 114 and 115. The three remaining courses may be taken in any distribution suiting the student’s interests in consultation with the director of undergraduate studies.

THE FOUR COURSE STUDY AREAS

The following courses are taken in distributions across four areas of study. Some of these courses are available in more than one study area. Students who have participated in the FOCUS Program in Medieval and Renaissance Studies may take Medieval and Renaissance Studies 114 and 115 to fulfill distribution requirements. Cross-listed courses may count toward the major or minor in both Medieval and Renaissance Studies and in the cross-listed departments or programs.

Area 1: Fine Arts

Area 2: History

Area 3: Language and Literature

Area 4: Philosophy and Religion

Additional Topics and Seminar Courses
The following topics courses are taught in various disciplines and vary from semester to semester. They may be taken in any of the above four study areas depending
on the nature of their subjects. Students need to consult with the director of undergraduate studies to determine how any one of these courses may be distributed.

21S, 22S, 49S, 50, 100, 100S, 110, 114, 115, 195, 196, 200, 200S.

Military Science– Army ROTC (MILITSCI)

Visiting Professor Sherrill, Lieutenant Colonel, U.S. Army, *Chair and Supervisor of Senior Instruction*; Visiting Assistant Professor Scott, Lieutenant Colonel, Army National Guard, *Director of Undergraduate Studies and Supervisor of Sophomore and Junior Instruction*; Supervisor of Freshman Instruction and Recruiting Operations Officer

The Department of Military Science offers students from all disciplines within the university the opportunity to study the following subjects: leadership (theory and practice), management (time, personnel, and materiel), ethics and the military profession, the role and responsibility of the military in a democratic society, the philosophy and practice of military law, strategy, and tactics.

The Army ROTC program is made up of a two-year basic course of study (freshman and sophomore level) which is taken without obligation by nonscholarship students, and a two-year advanced course of study (junior and senior level) which includes a five-week leadership camp, usually completed during the summer prior to the senior year. Direct entry into the advanced course is sometimes permitted if an applicant has previous military training or experience, or when a five-week leader’s training course is completed. To be eligible for participation in the advanced course, students must successfully complete the basic course (unless direct entry is permitted), be physically qualified, be of good moral character, be a U.S. citizen, have a minimum of two years remaining as a student (undergraduate or graduate level), and sign a contract to accept a commission in the United States Army, the Army National Guard, or the Army Reserve as directed by the Secretary of the Army.

A laboratory is mandatory each semester for scholarship and nonscholarship cadets. Some specific laboratories are required for non-ROTC students taking Military Science 11, 12, 51, and 52. Students should consult the Department of Military Science (telephone 1-919-660-3090 collect, or 1-800-222-9184, toll free) for more detailed information. Also see the Army Reserve Officers’ Training Corps section under Special Programs in this bulletin.

1L. Leadership Laboratory. (Fall semester only.) Drill and ceremonies, marksmanship training, land navigation exercises, first aid, small unit tactics, and confidence training. Must be repeated with each fall semester course. Instructor: Staff.

2L. Leadership Laboratory. (Spring semester only.) Drill and ceremonies, communications, and tactical exercises. Must be repeated with each spring semester course. Instructor: Staff.

11S. Officership as a Profession. Fundamental components of service as an officer in the United States Army. Values, fitness, leadership, and officership. "Life skills" including discipline, communications theory and practice (written and oral), and dealing with interpersonal relationships. Consent of instructor required. Instructor: Staff. Half course.

12S. Principles of Military Leadership. Introduction to the concept of the military as a profession. Questions of ethics and values in the military; the issue of war and morality. Laboratory required for ROTC cadets. Instructor: Staff. Half course.


52. Tactics and Officership. Introduction to planning, organizing, and conducting small unit offensive and defensive operations. Consideration of the principles of war. Laboratory required for Army ROTC cadets. Instructor: Staff. Half course.
113. Advanced Military Operations. Fundamentals of the conduct of military operations including advanced military topography; unit movements; route planning; nuclear, biological, and chemical defense; and military communications. Laboratory required for Army ROTC cadets. Prerequisite: Military Science 51 and 52 or ROTC Leader's Training Course. Instructor: Scott. One course.

114. Advanced Tactical Applications. Study of threat forces to include doctrine, organization, equipment, and training. Conduct of platoon offensive, defensive, and patrolling operations for Army infantry units. Laboratory required for Army ROTC cadets. Prerequisite: Military Science 113. Instructor: Scott. One course.

151S. Authority, Character, and Principled Leadership. Introduction to the Uniform Code of Military Justice, selected topics in military law, the law of land warfare, and war and morality. Evaluation and development of junior leaders. Stewardship and maintenance of materiel and resources. An analysis of the application of leadership to these topics. Laboratory required for Army ROTC cadets. Instructor: Sherrill. One course.


191. Independent Study. Individual study under the supervision of a faculty member. Written consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

Music (MUSIC)

Associate Professor Lindroth, Chair; Professor of the Practice Parkins, Director of Undergraduate Studies; Associate Professor of the Practice Hawkins, Director of Performance; Professors Gilliam, Jaffe, and Todd; Associate Professors Bartlet, Brothers, and Moreno; Assistant Professors Kelley, McCarthy, Meintjes, and Paley; Professors Emeriti Bryan, Douglass, Silbiger, and Williams; Associate Professor Emeritus Saville; Assistant Professor Emeritus Henry; Professors of the Practice Davidson, Dunn, and Wynkoop; Associate Professors of the Practice Bagg, Ku, Love, Pritchard, Raimi, and Troxler; Professor of the Practice Emeritus Jeffrey; Adjunct Associate Professor Druesedow; Adjunct Associate Professor of the Practice Jensen; Lecturers Brown, Eagle, Gilmore, Greenberg, Halverson, Hanks, Heid, Kris, Lail, Laurance, Lile, Liu, Morrissette, Newsome, Paolantonio, Pederson, Reed, Simmons, Tektonidis, and Warburg

A major or a minor is available in this department.

Music is among the most ancient of human pursuits, and has long been viewed as a crucial part of education. As a discipline it has its own logic and grammar, in the understanding of which the mind is stretched and tested. Students at Duke encounter a variety of approaches to music that encompass the many ways that we create, perform, and comprehend it.

Courses fall into three broad categories: theory and composition, literature and history, and applied music (performance). Within these are included many kinds of instruction, such as lessons in performance and composition; theory; history and literature lectures and seminars; electronic music classes; ensembles; practical laboratory work (such as ear-training), coaching sessions in chamber music; and classes in jazz improvisation. Students' musical activity can vary widely across the spectrum. Almost every student has some personal involvement with music, and the courses aim to further that involvement, whether it is a simple hobby or a compelling interest.

THEORY AND COMPOSITION

55. Introduction to Music Theory. (QID) ALP Fundamentals of notation, melodic and harmonic practice, analysis, and score reading, as a basis for independent work. Prerequisite: some ability to read music. Instructor: Troxler or staff. One course.

56. The Songwriter’s Vocabulary. ALP Writing songs in various twentieth-century popular styles. Fundamentals of form, harmony, voice leading, text setting, and production. Prerequisite: Music 55 or consent of instructor. Instructor: Staff. One course.

65. Theory and Practice of Tonal Music I. (QID) ALP Elementary principles of tonal organization: diatonic chord progressions and figured bass, two-part elementary counterpoint, introduction to musical forms. Writing of chorale-style settings. Laboratory. Prerequisites: basic knowledge of musical notation and vocabulary, including scales, basic chords and intervals, key signatures, meter, and rhythm; or Music 55. Instructor: Kelley, Lindroth, Paley, Parkins, or staff. One course.

75. Jazz Improvisation I. ALP The theory of jazz improvisation and its practical application to the different styles of jazz. Consent of instructor required. Instructor: Morrissette. Half course.

76. Jazz Improvisation II. (QID) ALP See Jazz Improvisation I. Prerequisite: Music 75 or consent of instructor. Instructor: Morrissette. Half course.

114. Theory and Practice of Tonal Music II. (QID) ALP Chromaticism, modulation, musical forms, and counterpoint. Writing of short pieces (minuets, variations, songs). Laboratory. Prerequisite: Music 65. Instructor: Kelley, Lindroth, Paley, or staff. One course.

115. Theory and Practice of Tonal Music III. (QID) ALP Extended chromatic techniques of the nineteenth century, extended tonality, and larger forms. Writing of larger pieces (character pieces, rondo, sonata). Laboratory. Prerequisite: Music 114. Instructor: Jaffe, Kelley, Lindroth, or Paley. One course.

116S. Counterpoint. (QID) R Polyphonic practice of the late baroque: writing of two- and three-part compositions in a variety of genres (baroque dances, inventions, preludes, fugues). Prerequisite: Music 115 or consent of instructor. Instructor: Jaffe. One course.

117S. Theory and Practice of Post-Tonal Music. (QID) ALP Analytical studies and compositions in various forms, techniques, and styles, with an emphasis on twentieth-century music. Prerequisite: Music 115 or consent of instructor. Instructor: Jaffe. One course.

118S. Special Topics in Music Theory. ALP Topics vary. Prerequisite: Music 114 or consent of instructor. Instructor: Jaffe, Lindroth or staff. One course.

151S. Composition I. (QID) ALP, R Composing original music in smaller forms for voice, piano, and other instruments. Studies in compositional techniques. Prerequisites: Music 65 and 114 or consent of instructor. Instructor: Jaffe, Kelley, or Lindroth. One course.

152S. Composition II. (QID) ALP, R See Music 151S. Prerequisites: Music 65 and 114 or consent of instructor. Instructor: Jaffe, Kelley, or Lindroth. One course.


161. Advanced Composition. (QID) ALP, R Individual weekly sessions for advanced students. May be repeated for credit. Prerequisites: Music 151S and 152S or consent of instructor. Instructor: Jaffe, Kelley, or Lindroth. One course.
171. Special Topics in Composition. ALP Topics to be announced addressing specific compositional issues. Instructor: Jaffe, Kelley, or Lindroth. One course.

HISTORY, LITERATURE, AND ETHNOMUSICOLOGY
205. Special Topics in Music. ALP Opportunities to engage with a specific issue in music. Instructor: Staff. One course.
485. FOCUS Seminar. ALP Topics vary each semester. Open only to students in the FOCUS Program. Instructor: Staff. One course.
495. First-Year Seminar. ALP Topics vary each semester offered. Instructor: Staff. One course.
60. Duke-Administered Study Abroad: Special Topics in Music. Topics differ by section. Instructor: Staff. One course.
70. Music, Sound, and Style. ALP, CCI, CZ Study of the components of music (e.g. melody, rhythm) through comparative listening to styles from different places and times, ranging from current popular artists to classical, jazz, and world music. Discussion of the shared and unique aspects of these styles, their historical and cultural links, and how those shape our tastes. Instructor: Kelley, McCarthy, Meintjes, or staff. One course.
74. Introduction to Jazz. ALP, CCI A survey examining musical, aesthetic, sociological, and historical aspects. Instructor: Staff. One course. C-L: African and African American Studies 74
119S. The Humanities and Music. ALP, CCI, CZ, W Study of music's relationship to the humanities (literature, art, philosophy, cultural and social history) through selected topics. Readings from primary sources, listening to representative pieces of music. Instructor: Bartlett or staff. One course. C-L: Comparative Area Studies
120. Advanced Special Topics in Music. ALP Opportunities to engage with a specific issue in music. Instructor: Staff. One course.
121S. Writing About Music. ALP, W The challenges of writing about a nonverbal, nonrepresentational art form. A range of musical genres and styles engaged through listening, score study, and concert attendance. Topics include analytical and critical prose, reviews, program notes, abstracts, music itself as criticism, use of musical examples, bibliography. Prerequisite: Music 55 or basic knowledge of music vocabulary. Instructor: Paley. One course.
125. Listening to Music: The European-American Tradition. ALP, CCI Explores the elements, forms, and genres of the European and American traditions from the sixteenth to the twenty-first century, with attention to the growing dialogue between this "classical" repertoire and popular genres of the past century. Instructor: Davidson or Gilliam. One course.
134. Music in East Asia. ALP, CCI, CZ One course. C-L: see Asian & African Languages and Literature Studies 184; also C-L: Religion 161E
135. Music in South Asia. ALP, CCI, CZ One course. C-L: see Asian & African Languages and Literature Studies 185; also C-L: Religion 161I
136. World Music: Aesthetic and Anthropological Approaches. ALP, CCI, CZ Study of musical styles and practices in relation to issues of creativity, forms of power, and cultural survival; focus on the music and experiences of indigenous peoples, refugees, migrants, and immigrants. Instructor: Meintjes or staff. One course. C-L: Cultural Anthropology 145A, Comparative Area Studies, Documentary Studies
138S. Special Topics in Ethnomusicology. ALP, CZ Topics to be announced addressing a range of musical traditions from around the world. Instructor: Meintjes or staff. One course.

139. Music and Modernism. ALP, W A survey of Debussy, Stravinsky, Bartók, Varèse, Ives, and other composers who transformed music in Europe and the United States before World War II, as well as prominent post-war figures such as Lutoslawski, Messiaen, and Carter. Topics include the changing role of the composer in society, relationships to literary and visual modernism, the evolution of musical technology, and the composer's dialogues with vernacular music and other traditions. Instructors: Jaffe, Lindroth, or Kelley. One course.

141S. Special Topics in Jazz. ALP Topics vary. Also taught as African and African American Studies 141S. Prerequisite: Music 74 or consent of instructor. Instructor: Brothers or staff. One course.


143. Beethoven and His Time. ALP, CCI The music of Beethoven and its relation to contemporary political and cultural developments. Instructor: Bartlet, Gilliam, or Todd. One course. C-L: Comparative Area Studies

144. Bach and His Time. ALP, CCI The music of Johann Sebastian Bach and its historical and cultural background. Some consideration also given to the music of Bach's contemporaries, including Vivaldi, Rameau, and Handel. Instructor: McCarthy or staff. One course. C-L: Comparative Area Studies

145. Mozart and His Time. ALP, CCI, W The music of Wolfgang Amadeus Mozart and its relation to contemporary political and cultural developments. Instructor: McCarthy or staff. One course. C-L: Comparative Area Studies


150S. Western Musical Instruments. ALP, CCI, CZ Survey of the history, technology, and classification of Western musical instruments. Comparative study of examples from Europe and America, concentrating on the period 1700-1945, but examining earlier, sometimes non-Western origins, as well as present-day usage. Hands-on, primary research on instruments in Duke's musical collections. Instructor: Neece. One course.

155S. Music History I: To 1650. ALP, CCI, CZ The history of music in medieval and early modern Europe in its cultural and social context. Prerequisite: Music 65 or consent of instructor. Instructor: Brothers or McCarthy. One course. C-L: Medieval and Renaissance Studies 155S

156S. Music History II: From 1650 to 1850. ALP, CCI, CZ, R The history of music in Europe in its cultural and social context. Not open to students who have taken Music 159S. Prerequisite: Music 65 or consent of instructor. Instructor: Bartlet. One course. C-L: Comparative Area Studies

157. Music History III: After 1850. ALP, CCI, CZ, R The history of music in Europe and the United States in its cultural and social context. Not open to students who have taken Music 158S. Prerequisite: Music 65 or consent of instructor. Instructor: Gilliam or Todd. One course. C-L: Comparative Area Studies

163. Opera at the Metropolitan. ALP Introduction to the operas in current repertory at the Metropolitan; discussions with singers, directors, and others involved in their production. Attendance at opera performances required. Offered as part of the Leadership in the Arts Program in New York City. Instructor: Bucker. One course.
164. American Musical Theater from Showboat to Sondheim. ALP One course. C-L: see Theater Studies 104
166. Opera. ALP, CCI History of opera from the late sixteenth century to the present. Relationship of music and text; opera as social commentary; changing forms and styles. Selected composers, especially Mozart, Verdi, Puccini, and Wagner. Instructor: Bartlet. One course.
167. Symphonic Literature. ALP, CCI An investigation of the symphony, tone poem, and symphonic suite from seventeenth-century antecedents to the orchestral repertoire of the present century. Instructor: Davidson or Todd. One course.
168. Piano Music. ALP The two-hundred-year tradition of music for the piano, the evolution of the instrument, and its principal composers (including Mozart, Beethoven, Chopin, Liszt, Brahms, and other major figures up to the present day). Performance traditions, the role of virtuosity, and improvisation. Instructor: Todd. One course.
169. Hollywood Film Music. ALP Film scores from the 1930s to the present. Technical, structural, and aesthetic issues, as well as the problem of musical style. Prerequisite: Music 55 or consent of instructor. Instructor: Gilliam. One course. C-L: Film/Video/Digital
170S. Special Topics in Music History. ALP Topics vary. Instructor: Staff. One course.
190S. Seminar in Music. ALP, R Primarily for junior and senior music majors. Topics to be announced. Prerequisites: Music 115, 155S, 156S, and 157. Instructor: Staff. One course.

For Advanced Undergraduates and Graduates
201. Introduction to Musicology. ALP, R Methods of research on music and its history, including studies of musical and literary sources, iconography, performance practice, ethnomusicology, and historical analysis, with special attention to the interrelationships of these approaches. Instructor: Druesedow. One course.
213. Theories and Notation of Contemporary Music. ALP, R The diverse languages of contemporary music and their roots in the early twentieth century, with emphasis on the problems and continuity of musical language. Recent composers and their stylistic progenitors: for example, Ligeti, Bartók, and Berg; Carter, Schoenberg, Ives, and Copland; Crumb, Messiaen, and Webern; Cage, Varèse, Cowell, and Stockhausen. Instructor: Jaffe, Lindroth, or Kelley. One course.
215. Music Analysis. (QID) ALP, R Historical, philosophical, and ideological issues raised by music analysis. Intensive study of harmony and voice leading in the works of major tonal composers, with emphasis on the analytic approach of Heinrich Schenker. Instructor: Paley, Todd, or staff. One course.
217. Selected Topics in Analysis. ALP, R An exploration of analytical approaches appropriate to a diversity of music, which may include settings of literary texts, pre-tonal music, and music in oral and vernacular traditions. Prerequisite: Music 215 or consent of instructor. Instructor: Paley or staff. One course.
222. Music in the Middle Ages. ALP, R Selected topics. Instructor: Brothers. One course. C-L: Medieval and Renaissance Studies 223A
223. Music in the Renaissance. ALP, R Selected topics. Instructor: Brothers or McCarthy. One course. C-L: Medieval and Renaissance Studies 223B
295S. Composition Seminar. ALP, R Selected topics in composition. Instructor: Jaffe, Lindroth, or Kelley. One course.
297. Composition. Weekly independent study sessions at an advanced level with a member of the graduate faculty in composition. Instructor: Jaffe, Lindroth, or Kelley. One course.
298. Composition. Continuation of Music 297. Weekly independent study sessions at an advanced level with a member of the graduate faculty in composition. Instructor: Jaffe, Lindroth, or Kelley. One course.
299. Composition. ALP Continuation of Music 298. Weekly independent study sessions at an advanced level with a member of the graduate faculty in composition. Instructor: Jaffe, Lindroth, or Kelley. One course.

INDEPENDENT STUDY
Admission will be subject to the approval of the director of undergraduate studies and the instructor. The instructor and course content will be established in accordance with the individual student's interests and capacities.

191. Research Independent Study. R Individual research and/or theoretical analysis in a field of special interest, under the supervision of a faculty member, resulting in a substantial paper that contains significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

APPLIED MUSIC
Provided they qualify by audition, students may enroll in private instruction and participate in ensembles. Auditions must be arranged with the instructor prior to registration. Enrollment in an applied music course does not guarantee permission to enroll in the instructor's class or ensemble the following semester; in some cases another audition may be required. For those students who wish to study privately but do not qualify for university-level instruction, a list of music teachers in the immediate area who are available to Duke students can be obtained from the department office. All applied music courses may be repeated for credit, but no more than two ensembles may be taken concurrently.

Credit in Applied Music. Credit for instruction in courses below 100 is granted on the basis of a half course per semester for one hour of private instruction per week, or a half course per year for one half hour of private instruction or one period of class study. An additional weekly class meeting for performance and criticism may be required by the instructor without additional credit.

Fees. Applied music instruction in one medium (instrument or voice) is offered free to music majors and minors. There is a fee for additional instruction for music majors and minors and all instruction for nonmajors. For specific information on those fees (for one-hour and half-hour private lessons and for class lessons) consult the Office of the Bursar.

Fees are not refundable after the final drop/add day.

No charge is made for practice room facilities for students registered at Duke. A fee schedule for the use of facilities by others is available from the music department office.

57S. Vocal Diction. Italian/English. For singers, actors, radio announcers, and public speakers. Introduction to the international phonetic alphabet. Students will be required

Instruction: half hour or class

73A. Class Piano. Instructor: Greenberg. Quarter course.
73B. Class Voice. Instructor: Lail. Quarter course.
73C. Class Guitar. Instructor: Reed. Quarter course.
82. Woodwinds. Instructor: Gilmore, Morisette, Newsome, Pederson, or Troxler. Quarter course.
84. Percussion. Instructor: Hanks. Quarter course.
88A. Classical Guitar. Instructor: Reed. Quarter course.
88B. Jazz Guitar. Instructor: Lile. Quarter course.
89. Harp. Instructor: Laurance. Quarter course.

Instruction: 1 hour


Ensemble Classes: pass/fail

100. Symphony Orchestra. Instructor: Davidson. Quarter course.
103. Jazz Ensemble. Instructor: Staff. Quarter course.
104. Small Jazz Ensemble. Instructor: Staff. Quarter course.
106. Chamber Music. Instructor: Bagg or staff. Quarter course.
107A. Djembe Class. Instructor: Simmons. Quarter course.
107B. Djembe Ensemble. Instructor: Simmons. Quarter course.
111. Opera Workshop. Instructor: Dunn. Quarter course.
128. Instrumental Conducting. ALP Development of techniques of conducting instrumental ensembles with emphasis on orchestral repertoire. Score-reading and analysis, principles of interpretation, and practical conducting experience. Prerequisite: Music 114 and consent of instructor. Instructor: Davidson. One course.
129. Choral Conducting. ALP Development of techniques of conducting vocal repertoire, ranging from church anthems to large-scale works. Score-reading and analysis, principles of interpretation, and practical conducting experience. Prerequisite: Music 114 or consent of instructor. Instructor: Wynkoop. One course.
179. Advanced Study in Musical Performance. Open only to sophomores, juniors, and seniors possessing an exceptional technical and interpretative command of a musical medium. Requires either a half-length recital at the end of each semester of study or a full-length recital at the end of the second semester. In the latter case, a brief performance before a jury of music department faculty is required at the end of the first semester. May be repeated for credit. Prerequisites: previous registration in private instruction in applied music at Duke; audition, and consent of instructor. Instructor: Staff. One course.
187S. Seminar on Interpretation and Performance. ALP Interpretative analysis of instrumental (piano, strings, winds) and vocal repertoire from baroque to modern composers. Participants expected to perform. Consent of instructor required. Instructor: Dunn, Love, Troxler, or staff. One course.

COURSES CURRENTLY UNSCHEDULED
125D. Listening to Music: The European-American Tradition. ALP, CCI
140. Jazz Saxophone Innovators. ALP, CCI
165. Opera in Vienna. ALP, CCI
169D. Hollywood Film Music. ALP
177. Advanced Study in Conducting
203. Proseminar in Performance Practice. ALP, R
218. Advanced Counterpoint. ALP
236. Nineteenth-Century Piano Music. ALP

THE MAJOR
The requirements present a balanced selection of courses in music theory, history, literature, and performance, and are a means of preparing graduates for further professional training in the art of music. The music major can also be an attractive pursuit for the well-rounded undergraduate planning a career in another field. A sequence of three courses seeks to develop the student’s fluency in music theory, while another three semesters are devoted to a survey of Western music history. Students add breadth to their program by choosing classes from three additional categories: music from the post-tonal era, music from outside the Western classical tradition, and studies in advanced performance and composition. As they progress through the major curriculum, students develop their practical musicianship and performance skills through music theory labs, applied lessons, and participation in music department ensembles. A research seminar provides the music major’s senior year capstone experience.

The music major requires ten full course credits, at least eight of which must be at the 100-level or above, and study in applied music (see below).

Prerequisite. Music 65

Requirements. Music 114, 115, 155S, 156S, 157, 190S or a 200-level course approved by the director of undergraduate studies. One course each from two of the following three groups:
Group A: Music 117S, 139
Group B: Music 134, 135, 136, 137, 138S, 141S, 142
Group C: Music 161, 177, 179.

One additional elective approved by the director of undergraduate studies. Two semesters of applied music study in an instrument or voice; two semesters of participation in a departmental ensemble (excluding Music 102). Those who plan graduate study in music are strongly advised to prepare themselves in two foreign languages.

**Departmental Graduation with Distinction.** Music majors who have earned a minimum 3.5 average in music courses may undertake work leading to departmental Graduation with Distinction. The candidate must make application to the director of undergraduate studies by March 20 of the junior year. The project is normally a year-long endeavor involving an independent study or an appropriate graduate seminar each semester of the senior year. It must culminate in (a) a substantial paper (historical, analytical, or theoretical); or (b) a full-length recital with a shorter paper or composition; or (c) a major composition with a shorter paper or half-length recital. The final project must be approved by a faculty committee.

**THE MINOR**

A minimum of five and one-half course credits is required for the minor, of which at least three full course credits must be above 113.

**Requirements.**

1. Music 65
2. One course in music history from among: Music 155S, 156S, 157
3. One full course credit from among: Music 74, 75, 76, 114, 134, 135, 136, 137, 138S, 141S, 142, 155S, 156S, 157
4. Two semester courses in performance from among: Music 79-113 (excluding 102), 128, 129, 177, 179
5. Two additional full course credits in music, one of which must be above 113.

**Naval Science—Navy ROTC (NAVALSCI)**

Professor Haines, Captain, U.S. Navy, *Chair*; Visiting Assistant Professor Eberlein, Lieutenant, U.S. Navy, *Director of Undergraduate Studies*; Visiting Associate Professor Thompson, Lieutenant Colonel, U.S. Marine Corps; Visiting Assistant Professors Boothby, Major, U.S. Marine Corps, Greenawalt, Lieutenant, U.S. Navy, and Wagner, Lieutenant, U.S. Navy

Courses in naval science are open to all students. The program in naval science offers students an opportunity to gain a broad-based knowledge in naval studies leading to a challenging career as a Navy or Marine Corps officer. Since a major is not available in this program, scholarship program participants are encouraged to pursue majors in technical fields, although a major in any field of study leading to a baccalaureate degree meets the basic requirement. The academic program for an approved degree and commission must include all naval science courses and laboratories. Navy option scholarship students must complete one year of calculus by the end of the sophomore year, one year of calculus-based physics by the end of the junior year, one semester of American military history or national security policy, one year of English, and one semester of computer science.

Nonscholarship Navy option student requirements are one year of calculus by the end of sophomore year, one year of calculus-based physics by the end of junior year, one semester of American military history or national security policy, one year of English, and one semester of computer science. Marine Corps option students are required to take one semester of American military history or national security policy.

11L. Naval Orientation Laboratory. Practical application of the elements and material presented in Naval Science 11. Instructor: Greenawalt.


12L. Naval Ships Systems Laboratory. Practical application of the theories and principles of naval ships systems. Instructor: Eberlein.

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.

52. Seapower and Maritime Affairs. STS The role of seapower in national and foreign policy, and as an instrument of political and military strategy. Includes comparative study of United States and other nations’ maritime strategies. Instructor: Greenawalt. One course.


126L. Naval Tactical Systems Laboratory. Practical application of the theories and principles of naval tactical systems. Instructor: Eberlein.


131L. Navigation Laboratory. Practical application of the theories and principles of navigation as presented in the lecture series. Instructor: Wagner.


137L. Marine Tactics Laboratory. Concepts and applications of tactical employment of Marine amphibious forces. Ground weapons systems, land navigation, and small unit tactics. Instructor: Boothby.

138L. Marine Tactics Laboratory. Continuation of Naval Science 137L. Instructor: Boothby.

141S. Evolution of Warfare. STS Continuity and change in the history of warfare, with attention to the interrelationship of social, political, technological, and military factors. Instructor: Boothby. One course.

145. Naval Leadership and Management I. Study of organizational behavior and management in the context of naval and Marine Corps organization. Topics include leadership, management functions, planning, controlling, and directing. Instructor: Haines.

145L. Naval Leadership and Management I Laboratory. Practical application of the theories discussed in Naval Science 145. Instructor: Haines.
146. Naval Leadership and Management II. The study of officer responsibilities in naval administration. Discussions of counseling methods, ethics, military justice, human resources management, leadership, and supply systems. Instructor: Haines.

146L. Naval Leadership and Management II Laboratory. The practical application of theories discussed in Naval Science 146. Instructor: Haines.

147L. Marine Leadership Laboratory. Marine Corps career management, naval correspondence, force structure, leadership techniques, and training. Instructor: Boothby.

148L. Marine Leadership Laboratory. Continuation of Naval Science 147L. Instructor: Boothby.

151S. Amphibious Warfare. Development of amphibious doctrine, with attention to its current applications. Instructor: Boothby. One course.

191. Independent Study. Directed reading or individual projects. Open only to qualified students in junior or senior years by consent of director of undergraduate studies. Instructor: Staff. One course.

Neurobiology

For courses in neurobiology, see Medicine (School)–Graduate (School) Basic Science Courses Open to Undergraduates

Neurosciences

For courses in neurosciences, see biology, psychology, and the Neuroscience Program.

Neuroscience Program

Professors Meck and Nowicki, Co-directors

The study of the nervous system has developed into one of the most exciting areas of modern science with rapidly expanding knowledge in both basic and medically applied areas. The Neuroscience Program offers the student guidance in planning a liberal arts education in the context of a structured emphasis on study in the neural sciences. The program especially encourages and facilitates undergraduate research participation, through independent study courses, in neuroscience laboratories across the university, including the Medicine (School)–Graduate (School) Basic Sciences Department of Neurobiology. The program also sponsors special lectures, workshops, and research mini-symposia throughout the academic year designed to foster undergraduate interest in neurobiology.

B.S. majors in departments other than biology and psychology may complete a sequence of required courses for a Neuroscience Program certificate by taking the two introductory course requirements (e.g., Psychology 91 and Biology 154/Psychology 135–prerequisites: Biology 25L and Chemistry 12L or 22L), three electives, and the capstone course (Psychology 195). Independent study (Psychology 191-194, Neurobiology 210, and Biology 191-194) is highly recommended for all participants in the program and may be counted toward completion of the elective requirements. In order to ensure interdisciplinariness, no more than one-half the total courses taken to satisfy the specific requirements of the certificate may originate in a single department.

For more information, students should call the Departments of Psychology or Biology, contact either of the program co-directors, Professors Meck or Lamoureux (psychological and brain sciences), e-mail: meck@psych.duke.edu or jefl@psych.duke.edu, or Professor Nowicki (biology), e-mail: snowicki@duke.edu, consult the neuroscience program’s world-wide-web homepage at http://www.duke.edu/neurosci/, or obtain materials at the program office, Rm. 3019 Genome Science Research Building.
Core Courses
Biology
154. Fundamentals of Neuroscience
Neurobiology
154. Fundamentals of Neuroscience
Psychology
91. Biological Bases of Behavior: Introduction and Survey
135. Fundamentals of Neuroscience

Capstone Course
Psychology 195. Topics in Neuroscience.

Elective Courses

The following is a partial listing of representative elective courses. For descriptions, consult the listings under specified departments in the undergraduate and graduate bulletins.

Developmental and Comparative Anatomy of Vertebrates. (Biology 108L)
Biochemistry of Marine Animals. (Biology 155L)
Animal Behavior. (Biology 201L, S)
Marine Animal Navigation. (Biology 296.22S)
Animal Communication. (Biology 296.22S)
The Neurobiology of Mind. (Neurobiology 93S)
Fundamental Issues in the Study of the Brain. (Neurobiology 133)
Mind and Brain. (Neurobiology 136)
Learning and Adaptive Behavior. (Psychology 111)
Comparative Psychology. (Psychology 120)
Behavior and Neurochemistry. (Psychology 126)
Psychobiology of Motivation. (Psychology 139)
Methods in Behavioral Neurobiology. (Psychology 181A, S)
Hormones and Behavior. (Psychology 150S)
Neurobiology of Learning and Memory. (Psychology 165S)
Brain Mechanisms of Behavior (Psychology 167S)
Research Methods in Animal Learning. (Psychology 181B, S)
Neural Networks and Psychology. (Psychology 182C)
Independent Study. (Biology 191, 192, Neurobiology 212, and Psychology 191, 192, 193, 194)

Nonlinear and Complex Systems (NCS)

The Center for Nonlinear and Complex Systems (CNCS) is an interdisciplinary organization at Duke that brings together researchers and teachers with interests in nonlinear dynamics, chaos, complex systems and related topics. The center provides an enrichment course, Nonlinear and Complex Systems 201, that encourages students to explore and learn about diverse aspects of the field, as applied broadly in science, engineering, mathematics, and social sciences. A large selection of other courses is also relevant to the center. Students should contact the director for additional information.

201. Survey of Nonlinear and Complex Systems. (M) NS, QS Half course. C-L: see Physics 201

North American Studies (NORTAMER)

Professor Thompson (history) Director; Professors Gereffi (sociology), Goodwin (economics), Healy (environment), Kornberg (political science), Smith (sociology), Vidmar (law), and Wood (history); Associate Professors French (history), Mayer (public policy studies and political science), and Peck (history and public policy studies); Assistant Professors Fenn (history), Morgenstern (political science), Olcott (history), Parrado (sociology), and Shanahan (sociology); Research Assistant Professor Keineg (romance studies)

Students may concentrate in North American Studies as part of the Comparative Area Studies major; the concentration provides an opportunity to learn about the economics, societies, environments, cultures, and political systems of Mexico, Canada, and the United States in historical, comparative and regional perspective. North American Studies faculty are drawn from economics, history, law, political science,
public policy, and sociology, and many courses listed in these departments count toward concentration requirements. For information on North American Studies as a primary or secondary area within the Comparative Area Studies see the bulletin entry for Comparative Area Studies.


97. Introduction to Mexico. CCI, CZ, SS The history, politics, and culture of Mexico from pre-Columbian times to the present. Contemporary issues such as migration, drug smuggling, political opening, and economic transition placed in broad context. Instructor: Staff. One course. C-L: Latin American Studies


150. Special Topics in North American Issues. Topics vary each semester. Instructor: Staff. One course.

283S. Seminar in North American Studies. Topics vary each semester. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED

100. Duke-Administered Study Abroad: Advanced Special Topics in North American Studies. CCI

Pathology

For courses in pathology, see Medicine (School)–Graduate (School) Basic Science Courses Open to Undergraduates.

Pharmacology

For courses in pharmacology, see Medicine (School)–Graduate (School) Basic Science Courses Open to Undergraduates.

Persian

For courses in Persian, see Asian and African Languages and Literature.

Philosophy (PHIL)

Professor Wong, Chair; Associate Professor Ferejohn, Director of Undergraduate Studies; Professors Brandon, Buchanan, Flanagan, Gillespie (political science), Golding, Mahoney, Rosenberg, Sanford, and Schmaltz; Assistant Professors Güzeldere, Janiak, and Sterrett; Professors Emeriti Peach and Welsh; Associate Professor of the Practice Kiss (Kenan Ethics Program); Adjunct Associate Professor Ward; Senior Research Scholar Dretske

A major or minor is available in this department.

The undergraduate program in the Department of Philosophy acquaints students with the content and the structure of philosophical theory in various areas. Classes encourage discussion so that students can engage actively in the philosophical examination of problems.

Course offerings fall into two general categories: the systematic and the historical. In a systematic treatment, the organization of a course reflects the problems presented by the subject matter of that course, as in logic, ethics, and metaphysics. Historical courses direct attention more to the order of development in the thought of a particular philosopher (Plato, Aristotle, Kant) or in a historical period. In all courses, reading of the works of philosophers acquaints the students with the important and influential contributions to the definition and solution of philosophical issues.

Pathology 383
The problems raised in philosophy about various fields of the arts and sciences involve questions that these particular disciplines typically neglect. In the consideration of such problems, students will acquire some understanding and perspective of the major areas of the human intellectual endeavor. Philosophical comprehension is in this way an essential part of a complete education. Philosophy provides a sound preparation for the demands of many professions. For example, precision of argument and broad acquaintance with intellectual traditions emphasized in philosophy form an excellent basis for the study of law. Only one course from among Philosophy 41, 42, 43S, and 44S may be taken for credit. These courses are not open to juniors and seniors.

41. Introduction to Philosophy. CZ, W Examination of problems in philosophy; emphasis on metaphysics and theory of knowledge. Instructor: Staff. One course.

42. Introduction to Philosophy. CZ, EI, W Examination of problems in philosophy; emphasis on ethics and value theory. Instructor: Staff. One course.

43S. Introduction to Philosophy. CZ, W Philosophy 41 conducted as a seminar. Instructor: Staff. One course.

44S. Introduction to Philosophy. CZ, EI, W Philosophy 42 conducted as a seminar. Instructor: Staff. One course.

48. Logic. (QID) CZ The conditions of effective thinking and clear communication. Examination of the basic principles of deductive reasoning. Instructor: Brandon, Güzeldere, Sanford, or staff. One course.

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.

50. Duke-Administered Study Abroad: Special Topics in Philosophy. CCI Topics differ by section. Instructor: Staff. One course.

56S. FOCUS Program Seminar in Philosophy. CZ Topics vary each semester offered. Instructor: Staff. One course.

100. History of Ancient Philosophy. CCI, CZ The pre-Socratics, Socrates, Plato, Aristotle, and post-Aristotelian systems. Not open to students who have taken Classical Studies 93 or Philosophy 93. Instructor: Ferejohn or Mahoney. One course. C-L: Classical Studies 100


102. Aesthetics: The Philosophy of Art. CZ The concept of beauty, the work of art, the function of art, the analysis of a work of art, criticism in the arts. Instructor: Ward. One course.

103. Symbolic Logic. (QID) CZ Detailed analysis of deduction and of deductive systems. Open to sophomores by consent of instructor. Instructor: Brandon, Güzeldere, or Rosenberg. One course. C-L: Linguistics 103, Information Science and Information Studies


106. Philosophy of Law. CZ, EI Natural law theory, legal positivism, legal realism, the relation of law and morality. Instructor: Golding. One course.

107. Political and Social Philosophy. CZ, EI Basic ethical concepts involved in political organization and in a variety of periods, such as equality, human dignity and rights,
source of political obligation, political education. Discussion of contemporary problems. Examination of contemporary viewpoints such as liberalism and feminism. Instructor: Mahoney or Wong. One course.

10. Knowledge and Certainty. CZ, R Problems in the theory of knowledge: conditions of knowledge, skepticism, perception, memory, induction, knowledge of other minds, and knowledge of necessary truths. Instructor: Ferejohn or Sanford. One course. C-L: Information Science and Information Studies


12. Philosophy of Mind. CZ, R Such topics as mind and body, the nature of thought, perception, consciousness, personal identity, and other minds. The relevance of cognitive psychology, neuroscience, and computer science to the philosophy of mind. Instructor: Flanagan, Güzeldere, or Sanford. One course. C-L: Linguistics 108, Information Science and Information Studies

13. Philosophy of Mathematics. (QID) CZ Survey of mathematical thought including the nature of infinity, Platonism, constructivism, and the foundational crisis of the early twentieth century. Prerequisite: one course in calculus or logic or philosophy; or consent of instructor. Instructor: Sterrett. One course.

14. Philosophy of Biology. CZ, NS, R, STS An introduction to conceptual and methodological issues raised in contemporary biology, including teleology, reductions, the units of selection, and the structure of evolutionary theory. Prerequisites: Biology 25. Instructor: Brandon or Rosenberg. One course. C-L: Biology 174

15. Applied and Environmental Ethics. CZ, EI, STS A critical examination of ethical dimensions of several contemporary individual and political normative problems, including abortion, affirmative action, national and international economic redistribution, and the environmental impact of economic changes and political decisions. Instructor: Staff. One course.


17. Ancient and Modern Ethical Theories. CCI, CZ, EI The development of ethical thought in the West; the interaction between culture and ethical theory, with special reference to the Greek city-state, Roman law, the Renaissance, the Reformation, and the rise of modern science. Readings in the great ethical philosophers. Open only to undergraduates. Instructor: Flanagan, Golding, or Wong. One course.

18. Philosophical Issues in Medical Ethics. CZ, EI, STS Ethical issues arising in connection with medical practice and research and medical technology. Definition of health and illness; experimentation and consent; genetic counseling and biological engineering; abortion, contraception, and sterilization; death and dying; codes of professional conduct; and the allocation of scarce medical resources. Prerequisite: for freshmen, previous philosophy course and consent of instructor. Instructor: Golding or Sugarman. One course. C-L: Health Policy


20. Late Medieval and Renaissance Philosophy. CCI, CZ Study of conceptual shifts from the Middle Ages to the Renaissance and Early Modern period stressing impact of Muslim philosophy on the Christian west. Revival of ancient thought, scientific
developments, European discovery of New World and impact on political philosophy. Instructor: Mahoney. One course. C-L: Medieval and Renaissance Studies 120

122. Philosophical Issues in Feminism. CZ, EL Issues in political and moral philosophy in their bearing on feminist concerns, including political equality and rights, preferential treatment, feminist and nonfeminist critiques of pornography, and the morality of abortion. Instructor: Wong. One course. C-L: Women's Studies

123. Aristotle. CZ, EL Survey of principal topics in Aristotelian philosophy. Areas of study include metaphysics, epistemology, philosophy of science, philosophy of language, ethics, and political philosophy. Instructor: Ferejohn. One course. C-L: Classical Studies 113


129. Topics in the History of Philosophy. CZ Topics in one or more periods in the history of philosophy (e.g., ancient, medieval, or modern) such as skepticism, mind-body relations, the nature of persons and personal identity, the relation between physics and metaphysics, causation and explanation. Instructor: Flanagan, Ferejohn, Janiak, Mahoney, Rosenberg, or Sterrett. One course.

130. Philosophy of Religion. CZ, EL, R Justification for and content of religious belief. Topics considered include arguments for the existence of God, the problem of evil, religious diversity, and the importance of religion for morality. Instructor: Schmaltz. One course.


132. Nineteenth-Century Philosophy. CCI, CZ Emphasis on Hegel, Marx, and Nietzsche. Open to undergraduates only. Instructor: Janiak or Mahoney. One course.


135. The Birth of Reason in Ancient Greece. CCI, CZ, EL 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 as a case study for an investigation of the five major
ancient ethical systems. Taught only in the Duke Greece Summer Study Abroad program. Instructor: Ferejohn. One course.

137. Political Philosophy of Globalization. CCI, CZ, EI, SS Examination of the claim 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. Taught only in the Duke in Geneva Summer Study Abroad program. Instructor: Rosenberg. One course. C-L: Political Science 152, Public Policy Studies 104

138. Analytic Philosophy in the Twentieth Century. CZ, R An historical survey from Frege, Moore, Russell, and the logical positivism of the Vienna Circle to current developments. Philosophers covered include Wittgenstein, Ryle, Austin, Quine, and Davidson. Prerequisite: one philosophy course or consent of instructor. Instructor: Sanford or Sterrett. One course.

140S. Freedom and Responsibility: The Ethical Dimensions of Liberty. CZ, EI, SS, W One course. C-L: see Political Science 101ES


145. Philosophy of Economics. EI, SS Examination of foundations, aims, and methods of economic theory, special attention to game theory, and nature, limits of welfare economics. Application to the economic approach to political and social institutions emphasized. Instructor: Rosenberg. One course.

150. Logic and Its Applications. (M, QID) QS One course. C-L: see Mathematics 188; also C-L: Computer Science 148

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


162. Human Rights in Theory and Practice. CCI, CZ, EI, SS One course. C-L: see Political Science 162; also C-L: Public Policy Studies 162, Documentary Studies

162D. Human Rights in Theory and Practice. CCI, CZ, EI, SS One course. C-L: see Political Science 162D; also C-L: Public Policy Studies 162D

163. Chinese Philosophy. CCI, CZ, EI The major schools of classical Chinese philosophy: Confucianism, Moism, and Taoism. Confucianism on the ideals of harmonious human life; Moism's charge that Confucianism encourages an unjustified partiality toward the family; Taoism's claim that no logically consistent set of doctrines can articulate the "Truth." Debates and mutual influences among these philosophies. Comparisons between Chinese and Western cultures with respect to philosophical issues and solutions. Instructor: Wong. One course.

191. Independent Study. Individual reading in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open only to highly qualified students in the junior and senior year with consent of instructor and director of undergraduate studies. Instructor: Staff. One course.
Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing a significant analysis and interpretation of a previously approved topic. Open only to highly qualified students in the junior and senior year with consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

Special Topics in Philosophy. Instructor: Staff. One course.

Seminars in Philosophy. CZ Instructor: Staff. One course.

For Seniors and Graduates

Contemporary Ethical Theories. CZ, EI, SS The nature and justification of basic ethical concepts in the light of the chief ethical theories of twentieth-century British and American philosophers. Consent of instructor required. Instructor: Flanagan, Golding, or Wong. One course. C-L: Political Science 289S, Women's Studies

Responsibility. CZ, EI The relationship between responsibility in the law and moral blameworthiness; excuses and defenses; the roles of such concepts as act, intention, motive, ignorance, and causation. Instructor: Golding. One course.

Political Values. CZ, EI Analysis of the systematic justification of political principles and the political values in the administration of law. Instructor: Golding. One course.


Medieval Philosophy. CCI, CZ, R Study of Augustine against background of late ancient Roman philosophy, and Thomas Aquinas and others against background of medieval Muslim philosophy, in particular Avicenna and Averroes, and Neoplatonism. Instructor: Mahoney. One course. C-L: Medieval and Renaissance Studies 218S

Late Medieval and Renaissance Philosophy. CCI, CZ, R Readings in Scotus, Ockham, and others. Discussions regarding the critical turn in fourteenth-century philosophy, rival theories of knowledge, the 'Great Chain of Being.' Instructor: Mahoney. One course. C-L: Medieval and Renaissance Studies 219S

Continental Rationalism. CZ A critical study of the writings of Descartes, Spinoza, or Leibniz with special emphasis on problems in the theory of knowledge and metaphysics. Instructor: Schmaltz. One course.

Recent and Contemporary Philosophy. CZ A critical study of some contemporary movements, with special emphasis on analytic philosophers. Instructor: Sterrett. One course. C-L: Linguistics 228S

Topics in the History of Philosophy. CZ Topics in one or more periods in the history of philosophy (for example, ancient, medieval, or modern) such as skepticism, mind-body relations, the nature of persons and personal identity, the relation between physics and metaphysics, causation and explanation. Instructor: Flanagan, Ferejohn, Janiak, Mahoney, Rosenberg, Schmaltz, or Sterrett. One course.

Kant's Critique of Pure Reason. CZ Instructor: Janiak. One course.

Methodology of the Empirical Sciences. (QID) CZ, STS Recent philosophical discussion of the concept of a scientific explanation, the nature of laws, theory and observation, probability and induction, and other topics. Consent of instructor required. Instructor: Brandon or Rosenberg. One course.

Problems in the Philosophy of Biology. NS, STS Selected topics, with emphasis on evolutionary biology: the structure of evolutionary theory, adaptation, teleological
or teleonomic explanations in biology, reductionism and organicism, the units of selection, and sociobiology. Consent of instructor required. Instructor: Brandon or Rosenberg. One course. C-L: Biology 234S

236S. Hegel's Political Philosophy. El, R, SS Within context of Hegel's total philosophy, an examination of his understanding of phenomenology and the phenomenological basis of political institutions and his understanding of Greek and Christian political life. Selections from Phenomenology, Philosophy of History, and Philosophy of Right. Research paper required. Instructor: Gillespie. One course. C-L: Political Science 236S

237S. Nietzsche's Political Philosophy. CZ, EI, SS One course. C-L: see Political Science 226S; also C-L: German 276S

238S. Problems in the Philosophy and Policy of Genomics. CZ, R, STS, W An examination of normative, methodological, and metaphysical issues raised by molecular biology, and its relations to other components of biology, including human behavior. Instructor: Rosenberg. One course. C-L: Information Science and Information Studies

240S. Philosophical Psychology. CZ A study of recent work on the nature of the self and the nature and function of consciousness. Work from philosophy, psychology, cognitive neuroscience, and evolutionary biology will be discussed. Instructor: Flanagan or Güzeldere. One course.

251S. Epistemology. CZ, R Selected topics in the theory of knowledge; for example, conditions of knowledge, skepticism and certainty, perception, memory, knowledge of other minds, and knowledge of necessary truths. Instructor: Dretske or Sanford. One course.

252S. Metaphysics. CZ, R Selected topics: substance, qualities and universals, identity, space, time, causation, and determinism. Instructor: Sanford. One course.

253S. Philosophy of Mind. CZ Analysis of concepts such as thought and belief; issues such as mind-body relations, thought and action, the nature of persons and personal identity. Instructor: Flanagan, Güzeldere, or Sanford. One course. C-L: Information Science and Information Studies

255S. Topics in Philosophy of Mind. CZ, STS One or more topics such as mental causation, animal minds, artificial intelligence, and foundations of cognitive science. Includes relevant literature from fields outside philosophy (for example, psychology, neuroscience, ethology, computer science, cognitive science). Instructor: Dretske or Güzeldere. One course.

256. Philosophy of Computing. (QID) CZ, STS One course. C-L: see Computer Science 248

273S. Heidegger. CZ, EI, SS One course. C-L: see Political Science 273S

291S. Special Fields of Philosophy. CZ Instructor: Staff. One course.

292. Special Fields of Philosophy. CZ Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED

105. Philosophy of History. EI
108. Social Ideals and Utopias. EI
109. Philosophy of Language. CZ
114D. Hellenistic Philosophy. EI
121. Philosophy and Film
135. Philosophy in Literature
139. Twentieth-Century Continental Philosophy. CCI, CZ, EI
2025. Aesthetics: The Philosophy of Art. CZ
2045. Philosophy of Law. EI
2055. Philosophy of History

Philosophy (PHIL) 389
210. Logic for Computer Science. (QID)
220. The Presocratic Philosophers. CCI, CZ, EL, FL
225S. British Empiricism. CZ
232S. Recent Continental Philosophy. CCI
250S. Topics in Formal Philosophy. (QID)
254S. Topics in Philosophy of Religion

THE MAJOR

Requirements. Ten courses in philosophy, eight of which must be at the 100 level or above. The courses must include Philosophy 100 and 101; a course at the 100 level or above in value theory (for example, ethics, political philosophy); and at least one seminar at the 200 level. In addition, a course in logic (Philosophy 48) is highly recommended.

Departmental Graduation with Distinction

The department offers work leading to Graduation with Distinction. See the section on honors in this bulletin.

THE MINOR

Requirements. At least five courses, no more than two of which may be below the 100 level. No specific courses are required. All students who wish to pursue a minor are encouraged to seek advice from faculty members in the department.

Physics (PHYSICS)

Professor Baranger, Chair; Professor Howell, Director of Undergraduate Studies; Professors Behringer, Bertozzi, Chang, Edwards, Goshaw, Greenside, Han, Johnson, Meyer, Morrison, Müller, Oh, Palmer, Thomas, Tornow, and Weller; Associate Professors Aspinwall, Gao, Gauthier, Litvichenko, Matveev, Plessier, Socolar, Springer, and Teitsworth; Assistant Professors Bass, Chandrasekharan, Finkelstein, Kotwal, Kruse, Lin, Mehern, Samei, and Wu; Researchers Emeriti Bilpuch, Evans, Fairbank, Roberson, Robinson, Walker, and Walter; Research Associate Professor Phillips; Research Assistant Professors Dutta and Pinayev; Adjunct Professors Cifant, Everitt, Guenther, Kolena, Lawson, Rogosa, Skatrud, and West; Adjunct Assistant Professors Feder and Vylet; Visiting Professor Brown; Visiting Associate Professor Ullmo; Lecturers Creason and McNairy; Lecturing Fellows Picozzi and Pierce

A major or a minor is available in this department.

Through the study of physics, students undertake a systematic examination of the objects that make up the natural universe and their interactions with each other. The knowledge and analytical skills thus obtained are basic to the study of the sciences and engineering. The department offers a number of courses for nonspecialists who wish to learn about the physicist's description of nature for its intrinsic intellectual value.

21. Introductory Physics. Credit for Advanced Placement on the basis of the College Board Examinations 'Physics-C' with a score of 4 or 5. Available only to Trinity College students. One course.

22. Introductory Physics. Credit for Advanced Placement on the basis of the College Board Examinations "Physics-C" with a score of 4 or 5. Available only to Trinity College students. One course.

35. Conceptual Physics. (QID) NS Concepts relevant for the explanation of common physical phenomena. Principles of mechanics, sound, electromagnetism, light, and the microscopic structure of materials, discussed with an emphasis on understanding familiar phenomena and devices. Intended for students not majoring in science or engineering; no previous knowledge of physics assumed. Instructor: Pierce or Socolar. One course.


38S. Curiosity-Driven Physics Research and the Economy. NS, STS Analyses of the role of physics in the development of commercial technologies, with emphasis on curiosity driven research. Seminar requiring independent investigations of the intellectual origin of technological devices, with equal attention to physics principles and political or socioeconomic influences on research funding and product development. No prior instruction in physics assumed. Instructor: Howell. One course.

41L. Fundamentals of Physics. (QID) NS First semester of a two-semester course series. For students interested in majoring in physics; taken in the freshman year. Basic principles of classical physics. Emphasis on laying a foundation for further study of physics. Topics include: vector algebra tools, the description of motion, Newton's Laws, work and energy, systems of particles, conservation laws, rotation, gravity, elastic properties of solids, mechanics of fluids, properties of gases, Laws of Thermodynamics, oscillations, mechanical waves, and sound. Closed to students having credit for Physics 51L, 53L. Prerequisites: Mathematics 31 and 32 or equivalent; Mathematics 32 may be taken concurrently. Instructor: Goshaw. One course.

42L. Fundamentals of Physics. (QID) NS Second semester of a two-semester course series. For students interested in majoring in physics; taken in the freshman year. Basic principles of electromagnetism. Emphasis on laying the foundation for further study in a physics program. Topics include: electric fields, Gauss's Law, potential, capacitance, current, DC circuits, magnetic fields, Ampere's Law, electric and magnetic forces, magnetic induction, Faraday's Law, AC circuits, Maxwell's field, equations, electromagnetic waves and special relativity. Closed to students having credit for Physics 52L or 54L. Prerequisites: Mathematics 31 and 32 or equivalent. Instructor: Goshaw. One course.

47S. Physics and the Universe. (QID) NS Exploration of our understanding of the universe, including the formation of large scale structure, galaxies, stars, the elements, and life. Scientific innovations driving this picture including esoteric theories such as general relativity and string theory, and technological breakthroughs such as the Hubble space telescope and gravitational wave detectors. Open only to students in the FOCUS program. Instructor: Muller. One course.

49S. First-Year Seminar. (QID) Topics vary each semester offered. Instructor: Staff. One course.


51L. Introductory Technical Physics. (QID) NS The first part of a two-semester course sequence providing a survey of the principles of classical physics, intended principally for students in the physical sciences and engineering. See list of topics given for 41L, 42L. A knowledge of calculus is assumed. Students planning a major in physics should enroll instead in Physics 41L, 42L in their freshman year. Physics 51L is closed to students having credit for Physics 41L or Physics 53L. Prerequisites: Mathematics 31, 32 or equivalent; Mathematics 32 may be taken concurrently with Physics 51L. Instructor: Staff. One course.

52L. Introductory Technical Physics. (QID) NS Continuation of Physics 51L. Physics 52L is closed to students having credit for Physics 42L, 53L or Physics 54L. Prerequisites: Mathematics 31, 32 or equivalent; Physics 51L or 41L. Instructor: Staff. One course.
53L. General Physics I. (QID) NS The first part of a two-semester course providing a survey of the principles of physics. Calculus-based course for students planning study in medicine or the life sciences. Topics include: kinematics, dynamics, systems of particles, conservation laws, statics, gravitation, fluids, oscillations, mechanical waves, sound, thermal physics, and the laws of thermodynamics. Students must enroll in a lecture (Physics 53L) and a lab/recitation (Physics 53L9,R) section in order to receive credit for the course. Students planning to major in physics should enroll in Physics 41L, 42L in their freshman year. Closed to students having credit for Physics 41L, 51L, 61L or 63L. Prerequisites: Mathematics 31, 32 or 25L, 26L, or equivalent; Mathematics 32 may be taken concurrently with Physics 53L. Instructor: McNairy. One course.

54L. General Physics II. (QID) NS The second part of a two-semester calculus based course providing a survey of the principles of physics for students planning to study medicine or life sciences. Topics include: electrostatic fields and potential, capacitors, DC circuits, magnetic fields, electromagnetic induction, Maxwell's equations, electromagnetic waves, properties of light (including reflection, refraction, polarization), geometric optics, wave optics (interference and diffraction), atomic and nuclear physics. Students must enroll in both a lecture (Physics 54L) and a lab/recitation (Physics 54L9,R) section in order to receive credit for the course. Closed to students having credit for Physics 42L, 52L, 62L or 63L. Prerequisites: Physics 41L, 51L, or 53L. Instructor: McNairy. One course.

55. Introduction to Astronomy. (QID) NS How observation and scientific insights can be used to discover properties of the universe. Topics include an appreciation of the night sky, properties of light and matter, the solar system, how stars evolve and die, the Milky Way and other galaxies, the evolution of the universe from a hot Big Bang, exotic objects like black holes, and the possibility for extraterrestrial life. Prerequisite: high-school-level knowledge of algebra and geometry. Instructor: Plesser or Picozzi. One course.

61L. Introductory Mechanics. (QID) NS The fundamentals of classic physics. Topics include: vectors, units, Newton's Laws, static equilibrium, motion in one and two dimensions, rotation, conservation of momentum, work and energy, gravity, simple and chaotic oscillations. Numerical methods used to solve problems in a workstation environment. Intended principally for non-physics majors in the physical sciences and engineering. Students planning a major in physics should enroll instead in Physics 41L, 42L in their freshman year. Closed to students having credit for Physics 41L, 51L, or 53L. Prerequisites: Mathematics 31, 32, or equivalent; Mathematics 32 may be taken concurrently with Physics 61L. Instructor: Staff. One course.

62L. Introductory Electricity, Magnetism, and Optics. (QID) NS Intended principally for students in engineering and the physical sciences. Topics include: electric charge, electric fields, Gauss's Law, potential, capacitance, electrical current, resistance, circuit concepts, magnetic fields, magnetic and electric forces, Ampere's Law, magnetic induction, Faraday's Law, inductance, Maxwell's Equations, electromagnetic waves, and geometrical optics. Not open to students having credit for Physics 42L, 52L, or 54L. Prerequisites: Physics 61L and Mathematics 32 or the equivalents. Instructor: Staff. One course.

100. Introduction to Modern Physics. (QID) NS Survey of modern physics including relativity and the quantum physics of atoms, nuclei, particles, quarks, condensed matter, and lasers. Not applicable toward a major in physics. Prerequisite: Physics 42L, 52L, or 54L and Mathematics 103 (may be taken concurrently). Instructor: Han. One course.


105. Introduction to Astrophysics. (QID) NS Basic principles of astronomy treated quantitatively. Cosmological models, galaxies, stars, interstellar matter, the solar
system, and experimental techniques and results. Prerequisite: Mathematics 31 and Physics 42L, 52L, or consent of instructor. Instructor: Kolena. One course.

143L. Optics and Modern Physics. (QID) NS Intended as a continuation of Physics 41L, 42L. Waves and Optics. Introduction to Quantum Mechanics and Special Theory of Relativity. Applications in condensed matter, particle physics, and cosmology. Prerequisite: Physics 42L, 52L, or 54L and Mathematics 103 (may be taken concurrently). Instructor: Chandrasekharan and Robertson. One course.

171L. Electronics. (QID) NS Elements of electronics including circuits, transfer functions, solid-state devices, transistor circuits, operational amplifier applications, digital circuits, and computer interfaces. Lectures and laboratory. Instructor: Kotwal. One course. C-L: Information Science and Information Studies

176. Thermal Physics. (QID) NS Thermal properties of matter treated using the basic concepts of entropy, temperature, chemical potential, partition function, and free energy. Topics include the laws of thermodynamics, ideal gases, thermal radiation and electrical noise, heat engines, Fermi-Dirac and Bose-Einstein distributions, semiconductor statistics, kinetic theory, and phase transformations. Also taught as Electrical Engineering 176. Prerequisites: Mathematics 103 or equivalent and Physics 51L, 52L or equivalent. Instructor: Lin. One course.

181. Intermediate Mechanics. (QID) NS Newtonian mechanics at the intermediate level, Lagrangian mechanics, linear oscillations, chaos, dynamics of continuous media, motion in noninertial reference frames. Prerequisite: Mathematics 111 or equivalent (may be taken concurrently). Instructor: Gao. One course.

182. Electricity and Magnetism. (QID) NS Electrostatic fields and potentials, boundary value problems, magnetic induction, energy in electromagnetic fields, Maxwell's equations, introduction to electromagnetic radiation. Prerequisite: Mathematics 111 or equivalent. Instructor: Finkelstein. One course.

184. Topics in Applied Science. STS Three one-month technology briefs taught by industrial lecturers or Duke faculty. A brief is a self-contained set of thirteen lectures on important technological topics; three briefs must be completed. Topics include Virtual Instrumentation: developing programming skills in data acquisition; closed loop control of systems; instrument control. Science and Research Management: a brief introducing both issues and practical insights in the areas of: the role of research in academia and industry; management of technical projects; leadership; managing careers; management of change; business law. Lectures presented by both Duke faculty and leadership experts from industry. Instructor: Guenther. One course. C-L: Information Science and Information Studies

185. Modern Optics I. (QID) NS Optical processes including the propagation of light, coherence, interference, and diffraction. Consideration of the optical properties of solids with applications of these concepts to lasers and modern optical devices. Prerequisite: ECE 170 Instructor: Guenther. One course. C-L: Electrical and Computer Engineering 122

193. Capstone Design of Applied Science. NS, R, STS A team activity based on design problems obtained from industry involving the formulation and written presentation of a solution to the design problem for faculty review; the execution and evaluation of the approved design; and a written and oral presentation of the performance of the design solution for faculty review. The Capstone Design project exposes students to basic scientific concepts and to the processes by which scientific and technological advances are made and incorporated into society. Instructor: Guenther. One course.

For Seniors and Graduates

201. Survey of Nonlinear and Complex Systems. (M) NS, QS Survey lectures by Duke experts active in CNCS research; regular attendance in the CNCS seminar series; and a
weekly meeting to discuss the lectures and seminars. May be repeated once.
Prerequisite: Physics 213. Instructor: Virgin. Half course. C-L: Nonlinear and Complex
Systems 201

203. Introduction to Statistical Mechanics. (QID) NS Fundamentals of kinetic theory,
thermodynamics and statistical mechanics with applications to physics and chemistry.
Undergraduate enrollment requires consent of director of undergraduate studies.
Prerequisite: Physics 211. Instructor: Bass. One course.

205. Introduction to Nuclear Physics. (QID) NS Phenomenological aspects of nuclear
physics, interaction of gamma radiation and charged particles with matter, nuclear
detectors, particle accelerators, radioactivity, basic properties of nuclei, nuclear
systematics, direct and resonance reactions, photonuclear reactions, description of the
strong N-N force, nuclear models, the Standard Model, symmetries. Instructor: Weller.
One course.

211. Quantum Mechanics I. (QID) NS Experimental foundation, wave-particle duality,
the Schroedinger equation and the meaning of the wave function, analytical and
numerical solution of one-dimensional problems, formulation in terms of states and
operators, angular momentum and spin, applications to the harmonic oscillator and
hydrogen atom. Prerequisite: Mathematics 104 or 111 and Physics 143L. C-L: Applied
Science. Instructor: Mehen. One course.

212. Quantum Mechanics II. (QID) NS Further development of quantum mechanics
with applications. Topics include: perturbation methods (time-independent and time-
dependent), path integrals, scattering theory, local density theory, elements of relativis-
tic quantum mechanics, and miscellaneous examples drawn from atomic, condensed
matter, particle, and nuclear physics. Prerequisite: Physics 211. Instructor: Springer.
One course.

213. Nonlinear Dynamics. (M, QID) QS, R Introduction to the study of temporal
patterns in nonequilibrium systems. Theoretical, computational, and experimental
insights used to explain phase space, bifurcations, stability theory, universality,
attractors, fractals, chaos, and time-series analysis. Each student carries out an
individual research project on a topic in nonlinear dynamics and gives a formal
presentation of the results. Prerequisites: Computer Science 6, Mathematics 111, and
Physics 51L, 52L. Instructor: Greenside. One course. C-L: Computer Science 264

214. Biophysics in Cellular and Developmental Biology. (QID) NS Application of the
experimental and theoretical methods of physical sciences to the investigation of
cellular and developmental systems. Topics include the physical techniques for
investigating biological organization and function as well as examples of key
applications. Prerequisites: Calculus-based introductory physics, Biology 119 or
equivalent. Instructor: Edwards (Physics) and Kiehart (Biology). One course. C-L:
Biology 214

217S. Advanced Physics Laboratory and Seminar. (QID) NS, R, W Experiments
involving the fields of electricity, magnetism, heat, optics, and modern physics. Written
and oral presentations of results. Instructor: Oh. One course.

222S. General Relativity. (QID) NS Review of special relativity; ideas of general
relativity; mathematics of curved space-time; formation of a geometric theory of gravity;
Einstein field equation applied to problems such as the cosmological red-shift and
blackholes. Prerequisite: Physics 181 and Mathematics 111 or equivalents. Instructor:
Plesser. One course.

225. Independent Study: Advanced Topic. Readings in a field of special interest, under
the supervision of a faculty member. Intended for students interested in studying
textbook topics not offered in regularly available courses. Consent of instructor
required. Instructor: Staff. One course.
226. Research Independent Study. R Original research conducted under the supervision of a faculty member. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

227. Thesis Independent Study. R, W Original research conducted under the supervision of a faculty member leading to a substantial written report that follows standard guidelines for the presentation of physics research. The report must be revised at least once in response to feedback from the instructor. Typically taken following Physics 226 or summer research experience with the instructor. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.


240. Econophysics. (QID) NS The application of methods of physics to the analysis of financial markets and economic phenomena. In reference to financial markets main topics are: stochastic processes represented by market prices; optimal portfolios (maximizing returns while minimizing risks); option pricing (standard and nonstandard views). Economic systems: positive vs. negative feedbacks affecting economic trends; distribution of wealth in different economies: universality? Undergraduate enrollment requires consent of Director of Undergraduate Studies. Prerequisites: Calculus and essentials of Fourier analysis. Instructor: Picozzi. One course.

246S. Selected Topics in Theoretical Physics. (QID) NS Introduction to group theory for physicists, representation theory of finite groups, general structure and classification of Lie algebras, Dynkin diagrams, SU(n) tensors and Young tableaux, Casimir operators, reducing product representations, branching rules, applications to theoretical and experimental physics. Prerequisites for Undergraduates Only: Math 104 or 111. Instructor: Staff. One course.

271. Quantum Optics. (QID) NS The linear and nonlinear interaction of electromagnetic radiation and matter. Topics include lasers, second-harmonic generation, atomic coherence, slow and fast light, squeezing of the electromagnetic field, and cooling and trapping of atoms. Prerequisite: Physics 212 and 230. Instructor: Gauthier. One course.


292. General Relativity. NS This course introduces the concepts and techniques of Einstein's general theory of relativity. The mathematics of Riemannian (Minkowskian) geometry will be presented in a self-contained way. The principle of equivalence and its implications will be discussed. Einstein's equations will be presented, as well as some important solutions including black holes and cosmological solutions. Advanced topics will be pursued subject to time limitations and instructor and student preferences. Prerequisite: A familiarity with the special theory and facility with multivariate calculus. Instructor: Aspinwall. One course. C-L: Mathematics 236

293. Representation Theory. (M, QID) QS One course. C-L: see Mathematics 253

COURSES CURRENTLY UNSCHEDULED
48S. The Emergence of Complexity. (QID) NS
102. Applications of Modern Physics in Medicine
186. Modern Optics II. (QID)
261. Laser Physics. (QID) NS
273. Fundamentals of Nonlinear Fiber Optics. (QID) NS
274. Applications of Nonlinear Fiber Optics. (QID) NS
291S. Physics at the Cutting Edge. (QID) NS, R, W

THE MAJOR

Students majoring in physics are prepared for work in a wide variety of commercial and industrial organizations as well as governmental laboratories. They are also prepared for graduate work in physics, engineering and other science disciplines, or for the study of medicine. Students planning to major in physics should enroll in Physics 41L, 42L in their freshman year. They should also arrange to complete the necessary mathematics as soon as possible.

For the A.B. Degree

Prerequisites. Physics 41L and 42L or 51L and 52L or 53L and 54L, or equivalents; Mathematics 31, 32, 103, and one additional course at or above the 100 level.

Major Requirements. Physics 143L, 176, 181, 211, one among the laboratory courses 171L, 193, 217S, and 226 (involving experimental research), and one other course in physics above 100 except for Physics 230. (For the major, Physics 230 is considered to be a mathematics course.)

For the B.S. Degree

Prerequisites. Physics 41L and 42L or 51L and 52L or 53L and 54L, or equivalents; Mathematics 31, 32, 103, 111, or equivalents, and one additional course at the 100 or 200 level (or Physics 230).

Major Requirements. Physics 143L, 176, 181, 182, 211, 212, two among the laboratory courses 171L, 193, 217S, and 226 (involving experimental research), plus one other course in physics above 100 except for Physics 230. (For the major, Physics 230 is considered to be a mathematics course.) Students planning graduate study in physics are urged to take one additional elective in physics and one in mathematics.

Departmental Graduation With Distinction

The department offers upperclassmen the possibility of being associated with research conducted in the department. This work may lead to Graduation with Distinction. Consult with the director of undergraduate studies during or before the junior year and see the section on honors in this bulletin.

THE MINOR

Requirements. Physics 41L and 42L, or 51L and 52L, or 53L and 54L, or equivalents; Physics 143L; plus two additional physics courses numbered above 100.

Policy Journalism and Media Studies

Professor Mickiewicz, Director

A certificate, but not a major, is available in this program.

The DeWitt Wallace Center for Communications and Journalism offers an interdisciplinary certificate in policy journalism and media studies, which helps to prepare students for careers in media policy, journalism, and associated professions in the rapidly shifting arena of global communications. Courses for the certificate focus on educating students about the institutional, economic, and political complexities of media policies worldwide through the study of the interaction between the key players in media policymaking, journalism, media-concerned non-governmental organizations (NGOs), and academics specializing in media studies. Students will research contemporary media policy-making and its impact on the practice of journalism in order to learn about the broad political dynamics which condition both United States' and international media policy, past and present. Students will also examine conceptions of media, media policy, and journalism in a global market, as well as the
current educational challenges confronting journalists whose knowledge needs to be increasingly specialized in order to explain complex global situations to their audiences.

PROGRAM REQUIREMENTS

The Policy Journalism and Media Studies Certificate is open to all undergraduates. Candidates must complete the prescribed combination of six courses, at least four at the 100-level or above. The six courses must include: three core courses, two of which must be the capstone course, Public Policy Studies 202 (Policy Journalism and Media Studies), and Public Policy Studies 125S (News As Moral Battleground), and a third core course, either Public Policy Studies 118S, 119S, or 120S, (Television Journalism, Magazine Journalism, or Newspaper Journalism); as well as three elective courses from the list below. New courses, special topics courses, and independent study courses may also be approved as elective courses by the program. Each student is also required to complete an internship in the field prior to taking the capstone course (the internship must be approved before it is begun). No more than four courses may be in a single department; if students take four Public Policy Studies courses, the fourth course must be cross-listed with another department. No more than two courses that are counted toward this certificate may satisfy the requirements of any major, minor, or other certificate program. A minimum of three courses must be taken by the end of the junior year

Students should register for the Policy Journalism and Media Studies Certificate at the Registrar’s Office (or, if they are declaring a major for the first time, through the Pre-Major Advising Center) and also see Professor Ken Rogerson in the DeWitt Wallace Center for Communications and Journalism, room 142, Terry Sanford Institute of Public Policy.

Core Course
Public Policy Studies 125S. News as Moral Battleground.

Journalism Practical Core Course Cluster
Public Policy Studies 118S. Television Journalism.
Public Policy Studies 119S. Magazine Journalism.
Public Policy Studies 120S. Newspaper Journalism.

Capstone Course

Elective Courses
Cultural Anthropology
108. Fantasy, Mass Media, and Pop Culture
110. Advertising and Society
116S. Advertising and Masculinity
Education
211. Education and the Mass Media
English
101A. Introduction to Film
117CS. Advanced Composition: Writing for Publication
History
188S. Genocide in the Twentieth Century
Literature
291. Topics in Pop Culture and Media
Political Science
100E. Media and Politics in Britain
114. Public Opinion
180. Media in Comparative Perspective
203S. Issues in Politics and the Media in the U.S.
219S. Film and Politics
227S Issues in International Communications
276S: Media and Democratization in Post-Communist Societies
Public Policy Studies
117S. Media and National Security
121S. Reporting Public Policy Issues
1225. Who Owns the Press: News in an Age of Media Consolidation
1235. Watchdogs and Muckrakers: Investigative Journalism and Public Policy
1265. Internet Politics and Policy
1275. The Press and the Public Interest
1305. Violence and the Media
1545. Free Press and Public Policy
1635. Telecommunications Policy and Regulation
1735. Race and Equality: the Struggle for Fairness
1745. Separation and Inclusion: the Search for Political Power
1765. Advanced Documentary Photography
1775. American Communities: a Photographic Approach
2215. Media and Democracy
2435. Media and Democratization in Post-Communist Societies
2645. Media and National Security
2685. Media Policy and Economics

Russian
1255. Eastern Europe: Markets/ Media/ Mafia

Visual Arts
1185. Advanced Documentary Photography
1195. American Communities: a Photographic Approach

Special Topics Courses, Offered Periodically
African and African American Studies
1995. Family and Community
Cultural Anthropology
1805. Media and Television
Public Policy Studies
1955. Family and Community

Polish
For courses in Polish, see Slavic Languages and Literatures.

Political Science (POLSCI)
Professor Munger, Chair; Associate Professor Eldridge, Director of Undergraduate Studies; Professors Aldrich, Fish, Gillespie, Grant, Grieco, Horowitz, Hough, Jentleson, N. Keohane, R. Keohane, Kitschelt, Kornberg, Lange, McClain, Michiewicz, Niou, Paletz, Price, Remmer, and Spragens; Associate Professors Coles, Feaver, Gelpi, Hamilton, Haynie, Mayer, McKean, and Shi; Assistant Professors Büthe, Charney, De Marchi, Downes, Morgenstern, Transue, and Wilkinson; Professors Emeriti Ball, Barber, Brabanti, Cleaveland, Hall, Holsti, and Johns; Associate Professor of the Practice Kiss; Adjunct Professors Lowery, Mackuen, and Stinson; Adjunct Associate Professor Kessler

A major or a minor is available in this department.

Courses in political science for undergraduates are offered in four fields: (A) American government and politics; (B) comparative government and politics; (C-N) normative political theory/ (C-E) empirical political theory and methodology; and (D) international relations, law, and politics. In the course descriptions below the field within which the course falls is indicated by the appropriate letter symbol (A, B, C-N/ C-E, D) after the course title. The area of knowledge designation is followed by the relevant curriculum codes. Courses numbered from 91 through 93 serve as an introduction both to the study of political science and to the subject matter and approaches of the relevant field. Middle and upper-level courses and seminars (numbered at the 100 and 200 levels respectively) consider in depth particular issues and topics within the field. Topical introductory seminars are offered to freshmen (49S) and to freshmen and sophomores (60S). In addition, independent study under faculty supervision enables students to explore topics of special interest. Following the course descriptions, you will find the listing of courses by fields, information on internships, and requirements for the major, minor, and honors.
INTRODUCTORY COURSES

The following courses introduce the study of political science. Courses numbered 49S, 60S, and 91 through 93 serve as introductions to the discipline. Students ordinarily will take at least one of these courses before proceeding to more advanced courses. Some advanced courses may require a particular introductory course as a prerequisite.

20S. Seminar: Problems in Political Science. SS Special topics courses open only to freshmen. A. American Politics B. Comparative Politics C. Political Theory D. International Relations. Instructor: Staff. One course.

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.

90A. American Government and Politics (A). Credit for Advanced Placement on the basis of the College Board examination in American government and politics. Does not satisfy course requirements of the political science major. One course.

90B. Comparative Government and Politics (B). Credit for Advanced Placement on the basis of the College Board examination in comparative government and politics. Does not satisfy course requirements of the political science major. One course.

91. The American Political System (A). CCI, SS Analysis of the "creation myths" and realities of the American Founding, including the origins and implications of government institutions. Consideration of some alternative models for the United States Constitution, including the Article of Confederation, the Iroquois Confederacy, and the institutions of revolutionary France. Historical evolution of these institutions, and their implications for modern democratic life, including participation in civic culture. Introduction to theories of party identification and ethnic identity, with an analysis of the implications of identity for participation in voting, practical politics, and dissent. Instructor: Kornberg. One course.

91D. The American Political System (A). CCI, SS Same as Political Science 91 except instruction is provided in two lectures and one small discussion meeting each week. Instructor: Munger and Paletz. One course.

92. States, Markets, and Democratization: Introduction to Comparative Politics (B). CCI, EI, SS Why are some countries rich and others poor? Why have some countries become stable democracies while others remain conflict-ridden and undemocratic? This course introduces students to these questions as well as to other key issues in comparative politics, such as the growth of nationalism and ethnic conflict, through the study of countries such as France, Russia, China, Nigeria, India, and Mexico. Instructor: Wilkinson. One course. C-L: Comparative Area Studies

92D. States, Markets, and Democratization: Introduction to Comparative Politics (B). CCI, EI, SS Same as Political Science 92 except instruction is provided in two lectures and one small discussion meeting each week. Instructor: Wilkinson. One course.

93. Elements of International Relations (D). CCI, SS The theory and practice of international politics and foreign policy; analysis of the various elements of national power and its impact on differing world views and foreign policy behavior, the instruments of foreign policy, and the controls of state/nation behavior across different historical periods and from different national and analytical perspectives. Instructor: Staff. One course.

93D. Elements of International Relations (D). CCI, SS Same as Political Science 93 except instruction is provided in two lectures and one small discussion meeting each week. Instructor: Eldridge or Feaver. One course.

96D. Political Freedom (C-N). CCI, EI, SS America as the land of the free and a place of slavery; political freedom in relation to power justice and equality, intelligence, faith and freedom, freedom and gender, class and race. Authors include Marx, Milton Friedman, Plato, Sophocles, Toni Morrison, Dostoevsky, DeTocqueville, Martin Luther

98. Introduction to Canada (B). SS One course. C-L: see Canadian Studies 98; also C-L: History 96, Sociology 98, Comparative Area Studies

Other Undergraduate Courses


100. A-Z. Duke University Overseas Program. CCI, SS This number represents course credit for political science courses taken in Duke University Summer Session Study Abroad Programs or in Duke University semester or academic year programs with overseas universities. Register for program by designated suffix A through Z. Instructor: Staff. One course. C-L: Comparative Area Studies

100A. Duke Fall Semester Program: Berlin. CCI, SS Environmental Policy in Europe. (B) Instructor: Staff. One course. C-L: Public Policy Studies 102, Comparative Area Studies

100B. Duke Semester/Academic Year Program. CCI, FL, SS Germany of Today: A European Superpower? (B) Taught in German. Instructor: Staff. One course. C-L: Comparative Area Studies

100ES. Duke Summer Program: London. CCI, SS .01 Media and Politics in Britain (B). Instructor: Staff. Two courses. C-L: Comparative Area Studies, Policy Journalism and Media Studies

100J. Duke Wind Symphony Semester Program: Vienna. CCI, SS .01 Government and Politics of Austria in Europe (B). Instructor: Staff. One course. C-L: Comparative Area Studies

100L. Duke Summer Program: Oxford. CCI, SS .01 Political System of Modern Britain (B). Two courses. .02 Law and Liability: Personal Injury in Britain and the United States (B). Two courses. Instructor: Staff. Two courses. C-L: Comparative Area Studies

100Q. Duke Semester/Academic Year Program: France. CCI, SS .01 Introduction to Islam and to Problems in the Middle East (B). Instructor: Staff. One course. C-L: Comparative Area Studies

100Z. Duke-Administered Study Abroad: Advanced Special Topics in Political Science. CCI, SS Topics differ by section. Instructor: Staff. One course.

101A. Issues in Twentieth-Century American Politics (A). EI, SS Changing focus on topics such as federal-state relations, the inter-relationships of the executive, legislative, and judicial branches of government; judicial review; the role of political parties and the impact of racial, gender, ethnic, and class identities in influencing public opinion and voting; the formulation and execution of various domestic and foreign policies. Examines the ethical, cultural, and political issues and controversies associated with maintaining civil liberties in the twentieth century. Open only to students in the Twentieth-Century America FOCUS Program. Instructor: Staff. One course.

101CS. Issues in Twentieth-Century American Political Theory (C-N). EI, SS Contemporary issues of American political thought. Analysis of attempts to refurbish or develop alternatives to the dominant liberal tradition. How the liberal tradition and its alternatives influence various ethical and political issues and controversies within the twentieth century. Open only to students in the Twentieth-Century America FOCUS Program. Instructor: Staff. One course.

101ES. Freedom and Responsibility: The Ethical Dimensions of Liberty (C-N). CZ, EI, SS, W The conflicting visions of freedom and responsibility that characterize the modern world; the possibility of leading ethical lives in the face of the conflicting demands that a complex vision of the good engenders. Readings include Luther,

101F. Hierarchy and Spontaneous Order: The Nature of Freedom in Political and Economic Organizations (C-N). EI, SS An examination, drawing on great works of political and economic thought, of ideal and real regimes to evaluate two opposed positions: that hierarchy and some form of imposed coercive organization are essential to liberty and human self-realization, and that the most important kinds of order and action in human societies are spontaneous and voluntary. Close scrutiny and interpretation of texts on religion and historical arguments. Readings include Aristotle, Plato, Hobbes, Locke, Rousseau, and other classic texts. Open only to students in the FOCUS Program: Visions of Freedom. Instructor: Munger. One course.

101GS. Ancient and Modern Liberty (C-N). CCI, EI, SS Introduction to various conceptions of liberty in Greek and Roman political and philosophical writing. Consideration of such questions as: what is distinctive about the modern conceptions of political and civil liberty; whether there is any necessary ethical connection between liberty and virtue, or whether there is liberty and active citizenship, or liberty and privacy; whether ancient conceptions of liberty can still serve as a model in contemporary politics and should be considered exemplary or inferior to modern conceptions of freedom. Readings drawn from Greek, Roman, and modern European writers. Open only to students in the FOCUS Program. Instructor: Grant. One course.

101HS. Human Rights at Home and Abroad (C-N). CCI, EI, SS The contemporary human rights movement and how it shapes societies at home and abroad. Topics include theoretical debates over the meaning, justification, and extent of human rights, the international law and politics of human rights, and the domestic and grassroots struggles that shape the theory and practice of rights. How the human rights movement is, and how it ought to be evolving. Open to students in the FOCUS program. Instructor: Kiss or staff. One course.

101JS. Design for a Small Planet (B). EI, SS, STS Causes and remedies for maldistributed over-consumption of environmental resources in the modern world. Avoiding ecrash and war by designing ecologically sound alternatives, political and economic constraints, political and economic tools available as remedies. Open only to students in the FOCUS Program. Instructor: McKean. One course.

101KS. Children, Bioethics, and the Law (A). EI, SS Survey of legal and ethical issues from conception through adolescence, including fertility treatments, rights of infants and children in the health care system, and rights of adolescents to make health care decisions. Open only to students in the FOCUS Program. Instructor: Holder. One course.

101MS. The Idea of Humanity (C-N). CCI, EI, SS The idea that being human is of fundamental ethical significance, that human beings have a special moral status or dignity. Readings in philosophy, political theory, religion, and literature, as well as writings from social and political movements (such as the abolitionist and suffragist movements) that have helped to shape a universalistic ethic of humanity and human rights. Critics who reject the idea of humanity for various reasons, from champions of slavery, racism, and sexism, to anti-humanists like Nietzsche, to defenders of strong cultural relativism, to advocates for animal rights. Open to students in the FOCUS program. Instructor: Kiss. One course. C-L: Philosophy 141S

101QS. Latin America Politics: Legitimate Actions? (B). CCI, SS Study of major themes in Latin American politics by considering legitimacy of leaders and their decisions. Examples include comparisons of elected presidents with minimal support with popular dictators; the needs of a government in preserving stability with demands for change and some sectors' use of guerrilla tactics to advance their interests; and presidents who campaign on one platform yet implement different policies. Legitimacy of United

Political Science (POLSCI) 401
States intervention in the region. Open only to students in the FOCUS Program. Instructor: Morgenstern. One course.

101TS. Conflict, Cooperation, and the Ideas of Democracy (A). CCI, SS Topics include political tolerance; the mismatch between the ideal operation of American democracy and its real and perceived actual operation; how popular entertainment treats the idea of democracy as a way to solve collective problems; and Social Identity Theory’s findings on the ease of creating the idea that group boundaries exist, are important, and the ensuing political and social consequences especially for racial, ethnic, and other intergroup conflicts. Open only to students in the FOCUS program. Instructor: Transue. One course.

102S. The Political Governance of Technological Innovations (B). SS, STS Economic forces, social institutions, and public policies that promote technological innovation. Emphasis on different pathways among postindustrial democracies and their consequences for economic performance and social acceptance. Regulatory mechanisms that are put in place to channel the development and diffusion of technologies, raising critical questions of risk analysis and risk management. Instructor: Kitschelt. One course.

104. Politics and Literature (C-N). ALP, EI, SS, W The enduring questions of ethical and political issues and controversies as expressed in political philosophy and politics and as illustrated in Western literature. Comparative historical, literary, and philosophical analysis. Instructor: Gillespie or Grant. One course.

105. The Politics of Democratization in Eastern Europe (B). CCI, SS Overview of political regimes in selected East European countries, comparative analysis of modes of transition to democracy: constitutionalism, party systems and voting, private property rights and economic regulation under socialism and capitalism. Instructor: Kitschelt. One course. C-L: Comparative Area Studies


107D. Environmental Politics and Policies in the Industrial World (B). CCI, EI, SS, STS Same as Political Science 107 except instruction is provided in two lectures and one small discussion meeting each week. Instructor: McKean. One course. C-L: Public Policy Studies 107D, Comparative Area Studies

108. The American Presidency (A). EI, SS The American presidency and its influence on American government and politics across various historical periods. The role of the presidency as it relates to important ethical and political issues and controversies at various times in American political history. Comparison with executive offices in various countries. Instructor: Hough or Paletz. One course.

109. Left, Right, and Center: Competing Political Ideals (C-N). CCI, EI, SS Analysis of liberalism, conservatism, socialism, and their diverse conceptions of justice, freedom, community, and equality. Exploration of how these political philosophies interpret various social, religious, and political issues. The origins of these ideologies in early modern European thought. Instructor: Staff. One course.

109D. Left, Right, and Center: Competing Political Ideals (C-N). CCI, EI, SS Same as Political Science 109 except instruction provided in two lectures and one small discussion meeting each week. Instructor: Staff. One course.

110. American Political Parties (A). SS Introduction to the American party system. Social choice, structural-functionalism, and systems theory: why parties might be a necessary component of advanced industrial societies. Comparison of different social settings (ethnic, religious, class divisions) and how constitutional and party structures
may relate. Tripartite theory of parties: parties in the electorate, as organizations, and in
government. Historical development of parties in the United States since the Founding.
The impact of media, regional, racial, gender, ethnic, and class identities on American
party development. Instructor: Kornberg. One course.

111. Contemporary Japanese Politics (B). CCI, SS Introduction to political change in
postwar Japan with an intensive examination of the foundations of the modern Japanese
industrial state including an analysis of the role of Japanese culture and identity on
Japan's electoral politics, its bureaucracy, and its domestic and foreign policies.
Instructor: McKean. One course. C-L: Comparative Area Studies

112S. Critiques of the Contemporary American Political System (C-N). EI, SS
Assessment of prominent arguments regarding alleged institutional weaknesses and
ethical and cultural failings of contemporary American democratic society. Analysis
and criticism of the conceptions of democratic ideals that inform those critiques.
Instructor: Spragens. One course.

113. Issues of International Political Economy (D). CCI, R, SS A comparative, cross-
cultural and cross-national examination of international political economy issues
centering on trade, money and finance, and to a lesser degree the multinational
enterprise. Examination of international economic issues of concern to developed and
developing countries. Prerequisite: Political Science 93. Instructor: Grieco. One course.
C-L: Markets and Management Studies

114. Public Opinion (A). (QID) EI, SS Theories of public opinion: childhood socializa-
tion, attitude formation, learning, expression, opinion/behavior link. Public attitudes
toward central ethical and political issues and controversies at various times in
American political history. Democratic norms and values, race and affirmative action,
candidate impression formation, and relation of elite and mass opinion. Origins,
manifestations, and consequences of public opinion in American politics. Instructor:
Staff. One course. C-L: Policy Journalism and Media Studies

114S. Public Opinion (A). (QID) EI, SS Same as 114 except to be taught as a seminar.
Instructor: Staff. One course.

115. Politics and Society in Germany (B). CCI, SS An intensive examination of German
culture, identity and nationality as expressed in its industrialization, democratization,
and fascism; examines the development and function of German social structure,
political institutions, and political culture in the context of various political issues and
controversies in different periods of German history. Domestic and foreign policies of
Germany. Instructor: Kitschelt. One course. C-L: Comparative Area Studies

116S. Post-World War II Europe and East Asia: A Comparative Perspective (D). CCI,
SS, W The nations of contemporary Western Europe as a 'zone of peace,' a political-
geographic space in which cooperation is highly robust and war is virtually
unthinkable. The development of that zone in light of the persistence of major war in
that area from the late fifteenth to the mid-twentieth centuries. The evolution of Western
European politics and institutions since World War II (most importantly, the European
Union); comparison with East Asia as another key region of the modern world that has
not become a zone of peace but may be increasingly a zone of major conflict and even
war. Instructor: Grieco. One course. C-L: Comparative Area Studies

117. Comparative Government and Politics: Selected Countries (B). CCI, SS Special
topics course treating the evolution and function of various national political systems
at different stages of their historical and political development. The focus changes
depending upon which nations and peoples are analyzed. Instructor: Staff. One course.

119. Introduction to North America (B). CCI, CZ, SS One course. C-L: see North
American Studies 110; also C-L: History 108F, Public Policy Studies 115, Sociology 109,
Canadian Studies
120. International Conflict and Violence (D). CCI, R, SS, STS The various causes, processes and impacts of violent international and domestic social conflicts in international affairs. Emphasis on analyzing various factors that contribute to violence, including the impact of scientific and technological developments on war and the ethical arguments and beliefs associated with war making in different cultures. Analysis of those factors in various cultures that hinder or contribute to peace making and peace keeping following the termination of war. Instructor: Eldridge. One course.

120S. International Conflict and Violence (D). CCI, R, SS, STS Same as Political Science 120 except in seminar format. Instructor: Staff. One course.

121. Political Psychology (A). CCI, SS How individuals interact with their political environment and with other individuals and groups. Theories and findings from both disciplines to gain deeper insights into political processes and decisions. Likely topics include individuals' political attitudes, decisions and judgements. Other likely topics include theories of how people cooperate with each other and how groups come into conflict with each other, psychological approaches to analyzing political leaders and/or the way members of different cultures process political information. Instructor: Transue. One course.

122. Foundations of Modern International Politics (D). CCI, SS Causal mechanisms that relate domestic and international politics as introduced through basic game-theoretic examples. How domestic politics can affect state behavior and how international politics can reverberate on domestic politics. Discussion of various problem areas such as security, economics, and nationalism by focusing on institutions and processes. How globalization and culture affect the structure and institutions that govern domestic and international interactions. No prerequisite, but Political Science 93 recommended. Instructor: Staff. One course.

123. Introduction to Political Philosophy (C-N). EI, SS, W An intensive comparative examination of the nature and enduring problems of political philosophy through the confrontation, interpretation, and normative assessment of classic texts from the Greek polis to the present. Selected theorists and their arguments and beliefs within the Western political tradition concerning justice, the good life, freedom, community, power, authority, and others. Careful attention to the ways argument and rhetoric operate in texts of political philosophy, as well as diverse modes of interpretation. Instructor: Staff. One course.

123D. Introduction to Political Philosophy (C-N). EI, SS, W Same as Political Science 123 except instruction is provided in two lectures and one small discussion meeting each week. Instructor: Staff. One course.

124S. National Economic Statecraft (D). SS Identification and analysis of major sources of foreign policy, range of state political-economic goals in the international system, and policy instruments available to state pursuit of such goals. Instructor: Grieco. One course.

125. Comparative Approaches to Global Issues (B, D). CCI, CZ, SS One course. C-L: see Comparative Area Studies 125; also C-L: Cultural Anthropology 125, History 137, Religion 183, Sociology 125, Marxism and Society

126. Theories of Liberal Democracy (C-N). EI, SS Classic theorists, such as Locke, Rousseau, Mill, Tocqueville, Madison, and Marx, and contemporary theories of liberal democracy. Attention to the historical setting, the normative philosophical presuppositions, and the ethical and policy implications of the theories. Instructor: Grant or Spragens. One course.

127. Law and Politics (A). SS Examination of the nature and functions of law and legal institutions through critical interpretation of legal texts and practices. Relationships among bench, bar, legislators, and administrators in the development of public as well as private law. Attention to judicial reasoning used in the resolution of cases and
controversies involving the common law, statutes including selected aspects of civil procedure, and the American Constitution. Instructor: Fish. One course.

128. Multiculturalism and Political Theory (C-N). CCI, EI, SS Theoretical and normative issues arising in the multicultural context of modern societies: nationalism, ethnic revival, and identity politics, as they contest understandings and practices of democracy, cultural pluralism, the nature of cultural membership, individual and group rights, minority representation, citizenship, and questions concerning justice and the good. Instructor: Coles. One course.

129. The Internet and Politics (A). (QID) SS, STS The impact of emerging communication and electronic technologies on politics in the United States; who use the Internet for political information; how the Internet will impact American political participation; use of Internet in campaigns and elections. Instructor: Staff. One course.

129S. The Internet and Politics (A). (QID) SS, STS Same as Political Science 129 except in a seminar format. Instructor: Staff. One course. C-L: Information Science and Information Studies 169S

130. Women and the Political Process (C-N). R, SS One course. C-L: see Women's Studies 130

131. Introduction to American Political Thought (A, C-N). EI, SS Basic elements of the American political tradition examined through a critical analysis of the ethical and political issues and controversies that developed from its historical English roots to the present day. Instructor: Grant or Spragens. One course.

134. Classics of Western Civilization: The German Tradition, 1750-1930 (B). ALP, CCI, CZ One course. C-L: see German 182; also C-L: English 148, History 179A, Literature 163B

135. Political Development of Western Europe (B). CCI, SS The development of the modern political systems of Britain, France, Germany, and other European countries; the spread of capitalism, the emergence of mass democracy and the rise of the welfare state. Contemporary developments examined in historical and theoretical perspective. Instructor: Kitschelt or Lange. One course. C-L: Comparative Area Studies

136. Comparative Government and Politics: Western Europe (B). CCI, SS, W Modern political institutions and processes of European democracies: political parties, interest groups and parliaments; regional, religious, and class divisions; political participation and mobilization; relationships of state, society and economy; political, social and economic change in postwar Europe. Instructor: Kitschelt or Lange. One course. C-L: Comparative Area Studies

136D. Comparative Government and Politics: Western Europe (B). CCI, SS Same as Political Science 136 except instruction is provided in two lectures and one small discussion meeting each week. Instructor: Kitschelt or Lange. One course. C-L: Comparative Area Studies

137. Campaigns and Elections (A). (QID) SS The campaign process, voting and elections in the United States, with emphasis on the varying role of media in campaigns. The nomination and election process; focus on the critical evaluation of various empirical models of voting behavior in presidential and congressional elections and the impact of election outcomes on the content and direction of public policy in various historical eras in American politics. Instructor: Aldrich or Kornberg. One course.

138. Quantitative Political Analysis I (C-E). (M, QID) QS, R Basic applications of statistical methods to the analysis of political phenomena. Emphasis on research design, graphical display, probability, testing of hypotheses, statistical inference, and the use of computers. Instructor: Staff. One course.

139. Conflict, Collusion, and Cooperation (C-E). (QID) SS Applications of modern decision theory to the study of political science. Topics include: individual decision
theory and rational choice; gametheory and human interaction; and social choice theory and the mechanisms by which individual choices are aggregated into collective choices. Political institutions such as voting rules, legislatures, parties, and hierarchy, alternative voting methods and political institutions, and how societies solve some practical distributive problems. Although course has no mathematical prerequisites, students should be willing to consider abstract models and follow logically rigorous arguments. Instructor: Niou. One course.

139S. Conflict, Collusion, and Cooperation (C-E). (QID) SS Same as Political Science 139 except in seminar format. Instructor: Niou. One course.

140. Feminist Theory (C-N). CCI, SS Exploration of contemporary American feminist thought challenging traditional forms of power and the relationship between public and private reason and unreason. Included are works by liberal, radical, lesbian, and socialist feminists as well as works which address issues of concern specific to women of color. Instructor: Curtis. One course. C-L: Women's Studies


141D. Introduction to Racial and Ethnic Minorities in American Politics (A). CCI, SS Same as Political Science 141 except instruction is provided in two lectures and one small discussion meeting each week. Instructor: McClain. One course. C-L: African and American Studies 149D

142. War and Peace (D). (QID) CCI, R, SS Evaluation of the social science literature on the causes of war. Focus on theoretical and empirical works, using a variety of research strategies. Application of prominent theories of war to the analysis of several case studies. Course objectives: identification of strengths and weaknesses of the literature concerning the causes of war: definition of specific questions and issues for future research; and application of knowledge of causes of war to historical case studies. Required research paper involving case study. Instructor: Gelpi. One course.

142S. War and Peace (D). (QID) CCI, R, SS Same as Political Science 142 except in seminar format. Instructor: Gelpi. One course.

144. Force and Statecraft (D). EI, SS The theory and practice of the use of force as an instrument of state policy in different historical periods and with different nations. Examines the ethical arguments and beliefs which have been fashioned in statecraft to justify or prohibit the use of force in international politics. Prerequisite: Political Science 93 or equivalent. Instructor: Feaver. One course.

145. Political Analysis for Public Policy-Making (A). (QID) SS One course. C-L: see Public Policy Studies 114

146. Development of Congress as an Institution (A). CCI, SS Changes in election processes, rules, and membership in six periods: federalist, antebellum, reconstruction, progressive era, civil rights era, post-Watergate. "Representativeness" of the institution, including focus on the history of racial and gender balance, and its meaning for policy and the views of members. Instructor: Staff. One course.

147. Environmental Politics and Policies in the Developing World (B). CCI, EI, SS, STS Problems of sustainable development and early industrialization in the Third World; special focus on land use, agriculture, deforestation, desertification, wildlife, water, and population growth, Third World cities, early industrialization, and aid for development projects. Instructor: McKean or Miranda. One course. C-L: Public Policy Studies 147, Comparative Area Studies, Health Policy

147D. Environmental Politics and Policies in the Developing World (B). CCI, EI, SS, STS Same as Political Science 147 except instruction is provided in two lectures and one
small discussion meeting each week. Instructor: McKean or Miranda. One course. C-L: Public Policy Studies 147D, Comparative Area Studies

148D. Environmental Politics Beyond Borders (D). CCI, EI, SS, STS International environmental problems and politics, from transboundary pollution (for example, acid rain, international rivers) to degradation of global commons (global warming, biodiversity, ozone, overfishing, and pollution of the high seas). Includes issues of trade, investment, debt, and transnational corporations. Instructor: McKean. One course. C-L: Public Policy Studies 143D, Comparative Area Studies, Health Policy

149D. Globalization and Public Policy (D). R, SS One course. C-L: see Public Policy Studies 185D; also C-L: Comparative Area Studies


151. Dictators and Democrats in Modern Latin America (B). CCI, EI, R, SS The political trajectories of Mexico and several South American countries. Topics include: democratization efforts, military governments, democratic transitions, the consolidation of democracy, and United States-Latin American relations, populism, corporatism, and the ethical issues in legitimacy of a regime, taking into account the political situation and the method by which the regime gained power. Research paper required. Instructor: Morgenstern. One course. C-L: Comparative Area Studies

151B. Presidents, Parties, and Legislatures: The Institutions of Modern Latin American Democracies (B). CCI, R, SS This class, which follows Political Science 151, examines in depth how the current democracies work in Mexico and South America, comparing presidential powers, party organizations, and legislative politics in an attempt to characterize and explain current day politics in a number of diverse cases. Focus on the design of the sets of rules—namely constitutions and electoral laws—that determine the balance of power among branches of government and within party organizations. Instructor: Morgenstern. One course. C-L: Comparative Area Studies, Latin American Studies

152. Political Philosophy of Globalization. CCI, CZ, EI, SS One course. C-L: see Philosophy 137; also C-L: Public Policy Studies 104


154. Politics of East Asia (B). CCI, SS An introduction to the political and economic systems of contemporary East Asia, with emphasis on China, Taiwan, Korea, Japan, Hong Kong, and Singapore. The ideologies and strategies pursued by these countries, contemporary economics, political, and strategic issues in the region. Instructor: Niou. One course.


157. Foreign Policy of the United States (D). CCI, SS Internal and external sources of American Foreign Policy, including the role of ethnicity, nationality, and distinct world
views of Americans and other peoples. The formulation and conduct of American foreign policy in different historical periods with an examination of foreign policy in the post-Cold War era and prospects for alternative futures. Instructor: Eldridge or Feaver. One course.

157D. Foreign Policy of the United States (D). CCI, SS Same as Political Science 157 except instruction is provided in two lectures and one small discussion meeting each week. Instructor: Eldridge or Feaver. One course.

158. Transnational Relations and International Public Policy (D). R, SS, STS The transformation of the world political economy since World War II as a result of the increased number, site, and scope of non-state actors (such as global firms and transnational social movements); the unprecedented expansion of trade and integration of capital markets; the impact of technological change on the political, economic, and ecological aspects of global society. Instructor: R. Keohane. One course. C-L: Markets and Management Studies

158D. Transnational Relations and International Public Policy (D). R, SS, STS Same as Political Science 158 except instruction is provided in two lectures and one small discussion meeting each week. Instructor: R. Keohane. One course. C-L: Markets and Management Studies

159. Ambition and Politics (C-N). EI, SS, W A theoretical examination of the role of ambition in politics, including works by or on Homer, Plato, Plutarch, Machiavelli, Shakespeare, Tocqueville, Nietzsche, and Hitler. Instructor: Gillespie. One course.

160AD. Globalizing Protest (D). CCI, CZ One course. C-L: see History 121A; also C-L: Public Policy Studies 133

161. Business, Politics, and Economic Growth (B). CCI, SS The historical origins of political institutions affecting economic growth across advanced capitalist countries in Europe, America, and East Asia: capital markets, labor relations, research and development policy, social policy; effect of globalization and technological change on these nationally diverse arrangements; global convergence of corporate governance, national divergence of labor relations, research and development policies, and social policies. Instructor: Kitschelt. One course. C-L: Economics 131, Markets and Management Studies

162. Human Rights in Theory and Practice (C-N). CCI, CZ, EI, SS The nature and value of human rights; examining some major debates over their status and meaning and assessing the role which the idea of human rights has played in changing lives, practices, and institutions. Questions considered include: whether commitments to human rights depend on a belief in moral truth; whether the idea of universal human rights makes sense in a culturally diverse world; and what forms of social action are most likely to achieve respect for human rights. Instructor: Kiss. One course. C-L: Public Policy Studies 162, Philosophy 162, Documentary Studies

162D. Human Rights in Theory and Practice (C-N). CCI, CZ, EI, SS Same as Political Science 162 except instruction is provided in two lectures and one small discussion meeting each week. Instructor: Kiss. One course. C-L: Public Policy Studies 162D, Philosophy 162D

163. Democracy in North America (B). CCI, EI, R, SS A systematic comparative study of Canada, Mexico, and the United States. Nature and distribution of political power in and among the three states; institutional and procedural conditions affecting its exercise; philosophy and ethics of its use and allocation; constitutional arrangements that influence the ways in which the political system generally, and the executive and legislative branches in particular, perform; the origins and development of federalism and the countries’ varied party systems; extent to which these factors affect not only the aggregation and articulation of citizen demands and expectations, but also the various problems of maintaining the integrity of their respective countries as nations and states. Instructor: Morgenstern. One course.
166. Congress and the President (A). SS, W Critical interpretations of public policies and institutional practices to better understand the United States system of divided government. Special attention to understanding the consequences of cooperative and adversarial goals of the executive branch and the Congress. Features of this institutional balance of power in policy-making; institutional and political origins of laws and regulations. Instructor: Munger. One course.

167. International Law and International Institutions (D). CCI, R, SS The relationship between international politics and international law; how international institutions operate and affect social practices, and how legalization of institutions changes the manner of interpretation of legal texts. The nature of legal and political discourse over issues subject to international law such as human rights; issues of compliance with rules, the connections between international relations and domestic law, and the overall effects of international law and institutions on world politics; cross-national differences in attitudes toward issues such as environmental regulation, trade liberalization, and military intervention on behalf of human rights. Prerequisite: Political Science 93 or equivalent. Instructor: R. Keohane. One course. C-L: Markets and Management Studies

167D. International Law and International Institutions (D). CCI, R, SS Same as Political Science 167 except instruction is provided in two lectures and one small discussion meeting each week. Prerequisite: Political Science 93 or equivalent. Instructor: R. Keohane. One course. C-L: Markets and Management Studies

169. Chinese Politics (B). CCI, SS The Communist revolution, the structure of the political system and political decision making in the People's Republic of China in different eras of its evolution. The relations between state and society, and the political implications and consequences of reforms undertaken in the post-Mao era. Instructor: Shi. One course. C-L: Comparative Area Studies

170S. Domestic Politics and Regional Rivalry in East Asia (B). CCI, R, SS The complicated regional relationships between Taiwan, China, North and South Korea. Their politics and economic growth; their relationship with Japan and the United States. Instructor: Niou. One course.

171. From Apartheid to Democracy in South Africa (B). CCI, E1, SS The South African political system in the twentieth century with particular attention to the transition from apartheid and white minority rule to nonracial democracy. Instructor: Johns. One course. C-L: African and African American Studies 171, Comparative Area Studies


173A. Identity Politics (B). CCI, SS Examines political controversies throughout the world over the extent to which identity groups - groups defined by such diverse identities as language, religion, mental or physical disability, sexual orientation and region - ought to be recognized and accommodated by the state and/or private institutions. Issues covered will include the freedom of religion, language rights, gender
issues, and various ways to protect groups from discrimination, including political representation for minorities and affirmative action. Instructor: Wilkinson. One course.

174. Introduction to African Studies (B). ALP, CCI, CZ One course. C-L: see African and American Studies 107; also C-L: Art History 107, Cultural Anthropology 136, English 180, History 115C

175B. Distributive Justice (C-N). EI, SS Exploration of what constitutes a fair or just distribution of goods in society (e.g. whatever results from a free market; to each according to her needs: whatever distribution is to the advantage of the least advantaged.). Topics include the ownership of private property, egalitarianism, welfare state liberalism, socialism. Readings in political theory with emphasis upon contemporary theories. Instructor: Charney or Spragens. One course. C-L: Public Policy Studies 175

176. Perspectives on Food and Hunger (B). CCI, EI Analysis of hunger problems in United States and Third World countries. Focus on role of governments, nongovernmental organizations, and international agencies. Weekly lectures, discussion meetings, and community internship project. Instructor: Johns. One course. C-L: Comparative Area Studies, Health Policy

177A. American Constitutional Development I (A). SS Development of the United States Constitution through Supreme Court decisions: the foundations of national power, including the separation of powers, the nature of the federal union and the relationship of the Constitution to political and economic life since 1790. Instructor: Fish. One course. C-L: History 177A

177B. Modern American Constitutional Development II. SS Development of the United States Constitution through Supreme Court decisions: national power and federalism in the context of modern political and economic life, New Deal to the present. Instructor: Fish. One course. C-L: History 177B

178. American Constitutional Development II (A). EI, SS Study of the development of the United States Constitution through an examination of the various ethical and political issues and controversies involving the authority of the state, individual liberty and equality as manifested in modern Supreme Court decisions interpreting the text of the Bill of Rights and the Fourteenth Amendment. The constitutional scope accorded by the Supreme Court to freedom of thought, belief, and speech (including symbolic speech); association and practice relating to national security, the moral order, fair trials, media, public (including public schools) and private forums, free exercise of religion, and racial equality. Not open to students who have taken Public Policy 195, Constitutional Rights. Instructor: Fish. One course.

181. Comparative Democratic Development. CCI, SS Comparative study of democratic political institutions with emphasis on selected Asian, African, and Latin American nations. Instructor: Remmer. One course.

182. China and the World (B, D). CCI, SS The formulation and development of Chinese foreign relations and foreign policy since 1949. The rationales of policy as well as organizational, cultural, and perceptual factors that influence Chinese foreign policy formulation. Instructor: Shi. One course. C-L: Comparative Area Studies

183S. Democracy and Social Choice (B). (QID) SS The impact of political institutions in democratic states. Topics include electoral systems, representative districting, the timing of elections, executive responsibility in presidential and parliamentary systems, the structure of the legislature, party formation, coalition building, and term limits. Focus on the development and critical evaluation of different theories and models of social choice; empirical comparisons of politics in countries with different democratic institutions. Instructor: Niou. One course.

184S. Canadian Issues (B). CCI, SS One course. C-L: see Canadian Studies 184S; also C-L: Cultural Anthropology 184S, History 184S, Sociology 184S, Comparative Area Studies
187S. Politics and the Libido (A). CCI, EI, SS The construction of gender and sexuality across nations and cultural groups. Effects of the libido on elite and mass political activities in the United States. Ethical and political issues and policy controversies at various times when the government has regulated or sought to regulate sex-inspired behavior. Instructor: Paletz. One course. C-L: Women's Studies

188. Comparative Health Care Systems. CCI, EI, SS One course. C-L: see Public Policy Studies 178; also C-L: Sociology 171, Health Policy

189. Internship (A). Open to students engaging in practical or governmental work experience during the summer or a regular semester. A faculty member in the department will supervise a program of study related to the work experience, including a substantive paper on a politics-related topic, containing significant analysis and interpretation. Consent of director of undergraduate studies required. Instructor: Staff. One course.


192. Junior Individual Research (A, B, C, D). R Individual research under the supervision of a faculty member, the central goal of which is a substantive research paper or report containing significant analysis and interpretation of a previously approved topic. Consent of director of undergraduate studies and supervising instructor required. Instructor: Staff. One course.

193. Senior Independent Study (A, B, C, D) Independent Study. Independent study with directed reading or individual projects. Consent of director of undergraduate studies and supervising instructor. Instructor: Staff. One course.

194. Senior Individual Research (A, B, C, D). R Individual research under the supervision of a faculty member, the central goal of which is a substantive research paper or report containing significant analysis and interpretation of a previously approved topic. Consent of director of undergraduate studies and supervising instructor required. Instructor: Staff. One course.

195. Special Topics in Government and Politics. SS Topics vary from semester to semester. A. American Government and Politics; B. Comparative Government and Politics; C. Political Theory; D. International Relations. Instructor: Staff. One course.

For Seniors Only


200S. Senior Seminars. SS Special topics courses; open also, if places are available, to qualified juniors who have earned a 3.0 average and obtain the consent of the instructor. A. American Government and Politics; B. Comparative Government and Politics; C. Political Theory; D. International Relations. Instructor: Staff. One course.

For Seniors and Graduates

203S. Politics and Media in the United States (A). R, SS, STS The impact of the media of communication and new technologies on American political behavior, government, politics, issues and controversies. Development of critical interpretive skills and arguments as students write research papers assessing the media's political influence and effects. Instructor: Paletz. One course. C-L: Canadian Studies, Film/Video/Digital, Policy Journalism and Media Studies

205S. Collective Action, Property Rights, and the Environment (B). CCI, EI, SS The rational choice tradition (public goods, collective action, game theory, property rights,
new institutionalism) as applied to environmental problems, resource exploitation, environmental justice, and the design of an environmentally sound society. Instructor: McKean. One course.

206S. Political Participation: Comparative Perspectives (B). CCI, SS The study of political participation through development of an understanding of relevant research methods. The effects of political culture on political participation. Popular participation and mobilization systems in liberal democracies and developing countries. Instructor: Shi. One course. C-L: Comparative Area Studies


211S. Current Problems and Issues in Japanese Politics (B). SS Sources of strength and weakness in the Japanese economy, the rise of new issues and strains in postindustrial society, changes in the party system and decision-making process, the possible transfer of power, the challenge of Japan's new world role. Instructor: McKean. One course.

212S. Politics and Markets (D). R, SS Seminar on classics of political economy, exploring the relationship between economic markets and politics as treated in the works of Adam Smith, Marx, Polanyi, Schumpeter, Lindblom, and Hirsch, as well as contemporary works on globalization and its effects on domestic politics. Open only to seniors and graduate students. Instructor: R. Keohane. One course.

214S. Economy, Society, and Morality in Eighteenth-Century Thought (C-N). (QID) SS, W One course. C-L: see Economics 200CS

215S. Democratic Institutions (B). CCI, SS How constitution makers choose basic rules of the democratic game, such as the relations between legislatures and executives, the role of parties, electoral system, prerogatives of constitutional courts, and other important elements of democratic institutional design; the impact of such arrangements on various groups within the state, and the overall performance of democracies; durability of arrangements, the structuring of power relations among parties, and whether democratic institutions affect economic and social policy outcomes. Instructor: Kitschelt. One course.

216S. American Power and Grand Strategy in the New Century: Unilateralism versus Multilateralism. CCI, R, SS The question of unilateralism versus multilateralism in American grand strategy. Topics include United States balancing between unilateral and multilateral policies toward Iraq, North Korea, and Iran, and in respect to the containment and defeat of international terrorism. Recent debates about unilateralism and multilateralism placed in historical perspective. The role of United States public opinion. Instructor: Grieco. One course. C-L: Comparative Area Studies

217. Comparative and Historical Methods (B). (QID) R, SS One course. C-L: see Sociology 214; also C-L: Comparative Area Studies

218. Political Thought in the United States (C-N). EI, SS American political thought and practice through the Civil War period. A critical analysis of the writing of our founders and their European antecedents. Focus on the philosophical and political debates and the underlying ethical and political issues found in the debates over the Constitution, slavery, and the Union. Instructor: Gillespie or Grant. One course.

219S. Film and Politics (A). EI, R, SS Selected film genres and films as they illuminate political behavior. Ethical issues and controversies raised by the making and contents of films. Inducts students into the ways research is conducted in the study of films and the generation and presentation of knowledge in the discipline. Instructor: Paletz. One course. C-L: Film/Video/Digital, Policy Journalism and Media Studies
220S. Problems in International Politics (D). CCI, R, SS The development and critical analysis of various models in political science and economics that focus on the relationship between international economics and international security. Various models of the impact of political-military dynamics on international economic relationships, and the impact of international economics on the likelihood of war and peace among nations. Attention to the interplay between economics and security in a key region of the world—East Asia. Prerequisite: one course in international relations, foreign policy, or diplomatic history. Instructor: Staff. One course.

222. Introduction to Statistical Analysis (C-E). (M, QID) QS Basic applications of statistical theory to political questions: research design, hypothesis tests, computer data analysis. Consent of instructor required for undergraduates. Instructor: De Marchi. One course.

224S. Modern Political Theory (C-N). CCI, EI, SS A historical survey and philosophical analysis of political theory from the beginning of the seventeenth to the middle of the nineteenth century. The rise of liberalism, the Age of Enlightenment, the romantic and conservative reaction, idealism, and utilitarianism. Instructor: Grant or Spragens. One course.

226S. Nietzsche’s Political Philosophy (C-N). CZ, EI, SS Study of the thinker who has, in different incarnations, been characterized as the prophet of nihilism, the destroyer of values, the father of fascism, and the spiritual source of postmodernism. An examination of his philosophy as a whole in order to come to terms with its significance for his thinking about politics. Instructor: Gillespie. One course. C-L: German 276S, Philosophy 297S


230S. Introduction to Positive Political Theory (C-E). (QID) R, SS Introduction to formal models in political science and a field of research that is at various times called political economy, positive political theory, formal theory, and public choice. Focus on three basic models that form the foundation of the field: individual choice, game theory, and social choice. Instructor: Aldrich or Niou. One course.

231S. Crisis, Choice, and Change in Advanced Democratic States (B). CCI, SS Contributions of Marx, Weber, and Durkheim toward analysis of modern democracies. Examination of selected contemporary studies using these three perspectives to highlight processes of change and crisis. Unsettling effects of markets upon political systems, consequences of bureaucratic regulation, and transformation of sources of solidarity and integration in modern politics. Instructor: Kitschelt. One course. C-L: Comparative Area Studies


236S. Hegel’s Political Philosophy (C-N). EI, R, SS Within context of Hegel’s total philosophy, an examination of his understanding of phenomenology and the phenomenological basis of political institutions and his understanding of Greek and Christian political life. Selections from Phenomenology, Philosophy of History, and Philosophy of Right. Research paper required. Instructor: Gillespie. One course. C-L: Philosophy 297S

238S. Courts, Wars, Legacies of Wars (A). R, SS The impact of international wars, international policing, and domestic wars relating to national security on the United States courts of the Fourth Circuit (Maryland, Virginia, West Virginia, North and South Carolina), and the role played by these courts in the Mid-Atlantic South from the American Founding into the Cold War Era. The American Constitution, laws, and
treaties of the United States, and principles of admiralty and international law which figure in assigned published and unpublished judicial decisions of the region’s United States district and old circuit courts and of the post-1891 Fourth Circuit Court of Appeals. Research paper required. Also taught as Law 548S. Instructor: Fish. One course. C-L: History 255AS

239S. American Mass Political Behavior (A). CCI, SS Several facets of the political behavior of mass actors in American politics. Likely topics include the factors that cause the type and amount of individual participation, mobilization by elites, ideology and information, partisanship, partisan stability and change, socialization, macro-level change, negative advertising, economic voting, issue evolution, and the effects of institutional changes (especially election rules) on voter turnout. Instructor: Transue. One course.

241S. The European Union and World Peace (B, D). CCI, SS Analysis of the European Union as a model for international reconciliation among former enemies. Investigations of ways in which European former enemies— in particular, France and Germany—ended their rivalries and moved toward a positive peace; whether Western European reconciliation experience can be applied to other high-conflict regions and relationships. Instructor: Grieco. One course.

242S. The United States and Western Europe (D). R, SS America’s political, military, economic, and cultural engagement with Western Europe. History of United States-European relations in the twentieth century; key contemporary issues confronting Europe and America; cultural, political, economic, and social conditions within the two partners that might be serving either to bind or to separate them at present and in the years to come. Instructor: Grieco. One course.

243S. Political Applications of Game Theory (C-E). (QID) R, SS Emphasis on acquiring good working knowledge of standard game theory techniques and models used in political science literature, hence emphasis on examples and problem sets. No knowledge of game theory presupposed, but good basic knowledge of calculus and elementary probability theory. Includes examples from voting, congressional committees, ethnicity, IPE and IR, and CPE. Instructor: De Marchi, Niou or Soskice. One course.

247. Politics and Philosophy of Self and Other (C-N). EI, SS Epistemological, ontological, ethical, and political dimensions of relations between self and other. Theorists may include Husserl, Merleau-Ponty, Levinas, Derrida, Adorno, Gadamer, Sartre, Foucault, and Bahktin. Instructor: Coles. One course.

248. International Politics and International Law (D). CCI, R, SS Relationship between international law and politics, with attention to how politics affects law and how law channels and structures politics. Emphasis on changes in sovereignty as a result of globalization and shifts in norms. Instructors: Byers and Keohane. One course.

249. The Politics of Health Care (A). EI, SS One course. C-L: see Public Policy Studies 253; also C-L: Health Policy

252S. The Nation-State and the International System (D). CCI, R, SS The interaction between state structures and the international system, with a focus on the rise and development of European nations. Topics include war and its effects on national political institutions, nationalism, and state formation; war and national revolution; imperialism and decolonization; and economic dependency and national autonomy. Research paper required. Prerequisite: Political Science 93. Instructor: Grieco. One course.

255S. State and Society in China (B). CCI, SS An examination of selected aspects of Chinese politics. Prerequisite: Political Science 117 or equivalent. Instructor: Shi. One course.
256S. Theory and Practice of National Security (D). R, SS, STS, W In-depth look at the theoretical and empirical literature explaining how states seek to guarantee their national security. Topics include grand strategy, nuclear deterrence and warfighting, coercive diplomacy, military intervention, decisions for war, and civil-military relations. Special attention paid to U.S. national security during and after the Cold War. Instructor: Feaver. One course.


264. Marine Policy (A). SS, STS One course. C-L: see Environment 276; also C-L: Public Policy Studies 297, Marine Sciences

266S. Topics in Early Modern Political Thought from Machiavelli to Mills (C-N). CCI, SS Topics vary from semester to semester. Instructor: Staff. One course.


269S

271S. International Environmental Regimes (B, D). EI, SS, STS Law, politics, and institutional design of international regimes created among nations to cope with environmental problems. Includes study of particular conventions and treaties (for example, acid rain, ozone, carbon reduction, biodiversity, Antarctica, regional seas, ocean dumping), and the environmental implications of international trade rules and regimes (for example, GATT). Instructor: McKean. One course. C-L: Public Policy Studies 258S, Comparative Area Studies

272S. International Relations Theory and Chinese Foreign Policy (B, D). CCI, SS Examines range of theories and conceptual approaches to the study of international relations to see how these may or may not work in explaining Chinese foreign policy and whether or not patterns of Chinese foreign policy require evaluation of theories. Instructor: Shi. One course. C-L: Comparative Area Studies

273S. Heidegger (C-N). CZ, EI, SS An examination of the philosophy of Martin Heidegger from its phenomenological beginnings to its postmodernist conclusions with particular attention to its meaning for questions of identity, history, nihilism, technology, and politics. Instructor: Gillespie. One course. C-L: Philosophy 273S

275. The American Party System (A). (QID) R, SS The role of political parties and the party system in the origin and perpetuation of democratic politics. Critical evaluation of different theories and models of the origins, structures and activities of American political parties and their contribution to the maintenance of a democratic society. Students will encounter an extensive array of evidence, including statistical estimation and formal modeling, for use in the development of their own original research or in critical evaluation of research findings. Instructor: Staff. One course.

276S. Media in Post-Communist Societies (B). CCI, R, SS, STS One course. C-L: see Public Policy Studies 243S; also C-L: Comparative Area Studies, Information Science and Information Studies, Policy Journalism and Media Studies

277. Comparative Party Politics (B). CCI, R, SS The concepts, models, and theories employed in the study of political parties in various competitive democracies. Focus on advanced industrial democracies where there is a rich empirically oriented literature on this topic. The resurgence of democracy in developing areas and the role of party competition and democracies in these regions of the world. Instructor: Lange. One course. C-L: Canadian Studies, Comparative Area Studies

279S. Collective Action and Political Regime Change (B). CCI, R, SS Survey of theories, methods, and empirical studies of political mobilization outside institutional channels; protest behavior and strategies; responses of the state to these challenges; the success of collective mobilization. Emphasis on comparative analyses of revolutions and other modes of disruptive regime changes. Instructor: Kitschelt. One course.


284S. Public Policy Process in Developing Countries (B). CCI, R, SS One course. C-L: see Public Policy Studies 284S; also C-L: Comparative Area Studies, Latin American Studies


286. Theory and Practice of International Security (D). (QID) R, SS Analysis and criticism of the recent theoretical, empirical, statistical, and case study literature on international security. This course highlights and examines potentially promising areas of current and future research. No prerequisite, but Political Science 93 recommended. Instructor: Staff. One course.


289S. Contemporary Ethical Theories (C-N). CZ, EI, SS One course. C-L: see Philosophy 203S; also C-L: Women's Studies

299. Advanced Topics in Government and Politics. SS Topics vary from semester to semester. A. American Government and Politics B. Comparative Government and Politics C. Political Theory D. International Relations Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED

60S. Introductory Seminars in Political Science. SS

100K. Duke Summer Program: London/Cambridge/Edinburgh. CCI, SS

100M. Duke Summer Program: Spain. CCI, SS

103AS. Introduction to Urban Politics (A). EI, SS

103B. Urban Poverty and the Urban Underclass (A). (QID) CCI, SS

106D. International Security (D). EI, SS, STS

107. Environmental Politics and Policies in the Industrial World (B). CCI, EI, SS, STS

108S. The American Presidency (A). EI, SS

118. Ethnicity and American Foreign Policy (D). CCI, EI, SS

132S. Immigration, Rights, and Citizenship (C-N). EI, SS

133. Japan in World Politics (B, D). CCI, SS

137D. Campaigns and Elections (A). (QID) SS

138D. Quantitative Political Analysis I (C-E). (M, QID) QS, R

143. Ethnicity, Religion, and American Parties (A). CCI, EI, SS

146D. Development of Congress as an Institution (A). CCI, SS

151A. Dictators and Democrats in Modern Latin America (B). CCI, FL, R, SS

160. Contemporary Global Issues (D). SS

164. Political Organizations (A). (QID) SS

165. Politics and Foreign Policy of Russia (B). CCI, SS

168. Analysis of Political Decision Making (C-E). (QID) SS
175A. Distributive Justice and the Social Sciences (C-N). (QID) EI, SS
177D. American Constitutional Development I (A). SS
179. Ecological Crisis and Political Theory (C-N). EI, SS, STS
180. Media in Comparative Perspective (B). CCI, R, SS, W
185S. The Canadian Health Care System (B). EI, SS
197S. Dealing with the Past in Democratic Transitions (B). CCI, EI, SS
198. Documentary Film History (B). ALP, CZ
201S. Problems in International Security (D). (QID) SS
204S. Ethics in Political Life (C-N). EI, SS
207S. American Constitutional Interpretation (A). SS
210S. Politics and Markets in Modern Capitalism (D). SS
213S. Theories of International Political Economy (D). CCI, SS
223. Ancient Political Philosophy (C-N). CCI, EI, SS
225. Topics in Comparative Government and Politics: Western Europe (B). CCI, SS
227S. Issues in International Communications (B). EI, R, SS, STS
228S. Nineteenth- and Twentieth-Century Political Philosophy (C-N). EI, SS
232. Political Economy: Theory and Applications (C-E). SS
234S. Political Economy of Development: Theories of Change in the Third World (B). CCI, SS
237S. Understanding and Managing Global Capital Markets Crises (D). (QID) CCI, CZ, SS
244S. The Politics of the European Community (D). CCI
250S. International Security after the Cold War (D). STS
253S. Comparative Government and the Study of Latin America (B). CCI, R, SS
260S. Social Theory and Social Practice (C-N). SS
265S. The Process of International Negotiation (D). SS
277S. American Political Thought Since the Gilded Age (C-N). EI, SS
282S. Canada (B). SS
287. Revolution, Reform, and Democratization (B). CCI, SS

POLITICAL INTERNSHIPS

The department administers an internship program, primarily in Washington, D.C., for political science majors and interested nonmajors. Students participate by qualifying for a position obtained by the department or by acquiring their own relevant employment, with or without compensation. Course credit can be obtained by enrolling in Political Science 189 or 190 and writing a substantive paper containing significant analysis and interpretation on a politics-related topic. Potential applicants should contact the internship director at any time, but preferably in the fall semester.

POLITICAL SCIENCE COURSES BY FIELDS

Political science courses for undergraduates are offered in four fields. The courses in each of the four fields are listed below; in the course descriptions above, the field in which each course falls is indicated by the appropriate symbol (A, B, C-N/ C-E, or D).


*If subject matter is appropriate to the field


THE MAJOR

Major Requirements. Ten courses in political science, at least eight of which must be at or above the 100 level. Among the ten courses taken at least one course must be in each of the four fields and at least one course taken at Duke at the 200-299 level. The department also requires that each major select one area of concentration in consultation with their advisor.

An area of concentration is defined as five courses, at least one of which must be at the 200 level. The four areas of concentration are the same as the four fields of political science: American government and politics (A), comparative government and politics (B), political theory: normative (C-N) and empirical and methodology (C-E), international relations, law, and politics (D). The courses that qualify for each concentration are found in the section above, “Political Science Courses by Field”. This list does not include courses which may be offered by visiting faculty, courses taken abroad, courses transferred from other universities, or courses in which the content varies from year to year. The following types of courses are not included in these lists:

- Political Science 49S First-year seminars
- Political Science 60S Introductory Seminars in Political Science
- Political Science 189 –190 Internship credit
- Political Science 191-194 Independent Study
- Political Science 200A-D Senior Seminars

Majors taking such courses should consult with the director of undergraduate studies to determine in which field/concentration it will be assigned.

New majors who wish to create an inter-field concentration made up of courses listed under different areas of concentration/fields may do so in consultation with the director of undergraduate studies and their faculty advisor.

Of the ten required political science courses, at least eight must be Duke courses taught by a member of the Duke instructional staff. However, this requirement may be reduced to seven courses if the student: (1) is taking political science courses in a year-long study abroad through either a Duke-administered or Duke-approved program, or (2) transferred to Duke after completing two undergraduate years at another institution; or (3) completed one semester at an approved study abroad program and one semester in the Washington Semester Program at American University.

Advanced Placement Credit. Advanced placement credits in political science (score of 4 or 5). These course credits are designated as Political Science 90A (American Government and Politics) and Political Science 90B (Comparative Government and Politics). Such credits are applied toward the thirty-four credits needed for graduation.

* If subject matter is appropriate to the field
and enable students to enroll in any 90-level introductory course(s) and permit them to enrol in advanced American and/or Comparative Government course(s). Advanced placement course credits (90A, 90B) DO NOT satisfy course requirements for the political science major.

Suggested Work in Related Disciplines. Selected courses in such disciplines as anthropology, economics, history, philosophy, psychology, public policy, religion, and sociology are desirable.

Interdepartmental Major. For information on declaring an indepartmental major, consult the chapter "Degree Programs" in this bulletin.

Departmental Graduation with Distinction

The department offers students majoring in political science a senior honors program, by successful completion of which a participant achieves Graduation with Distinction in political science. The central requirement of the program is an honors thesis which the student prepares under faculty supervision. The honors program consists of two courses (Political Science 200H.02 and 200H.03). Seniors entering their seventh semester who have attained at least a 3.3 grade point average overall and a 3.5 average in political science courses are eligible for admission to Political Science 200H.02. Upon request, the program coordinator may recommend admission to the honors seminar of a student who lacks one or both requisite grade point averages. The program coordinator must approve any recommended student's admission.

Political Science 200H.02, a seminar taken in the fall of the senior year, is devoted to developing an honors thesis. The work of the seminar includes close supervision of the proposal, research and writing stages of the project by a primary and secondary advisor selected by the student. The primary advisor must be selected from among the faculty of the Department of Political Science. The secondary advisor may be selected from among the same faculty or from among faculty of a related department or, in exceptional circumstances with the explicit approval of the coordinator of the program and with the consent of the director of graduate studies, from among advanced graduate students in the Department of Political Science.

Continued close faculty supervision of the project by means of seminar meetings and individual conferences occurs in Political Science 200H.03. Completion of the thesis, its evaluation, and its defense before a three-member committee composed of the coordinator of the program together with the primary and secondary advisors warrants Graduation with Distinction in political science if a grade of A- or better is assigned to the student's thesis. The intradepartmental concentration option is partially satisfied by successful completion of the two-course senior honors thesis seminar. Further information may be obtained from the honors program coordinator or from the director of undergraduate studies.

THE MINOR

Requirements. A minimum of five courses in political science, no more than two of which may be numbered less than 100. Four courses must be Duke courses taught by a member of the Duke Political Science instructional staff, but one course may be a transfer course. Courses taken Pass/Fair and Advanced Placement courses DO NOT satisfy course requirements for the minor.

Portuguese

For courses in Portuguese, see Romance Studies.

Primatology (PRIMATOL)

Professor Glander, Director

A certificate, but not a major, is available in this program.

The Program in Primatology offers an interdisciplinary course of study that
focuses on understanding the behavior and biology of primates, including humans. Interest in human evolution has surged in recent years because of startling fossil discoveries and the rapid development of a strong theoretical base for the study of primate behavior and ecology. The anatomy of living and fossil primates can be interpreted only on the basis of the behavior and ecology of living primates. The study of primate evolution involves such diverse areas of investigation as morphology, social behavior, ecology, and physiology.

CERTIFICATE REQUIREMENTS
The certificate requirements are: 1) a total of six courses: three must be the required introductory and capstone courses listed plus at least one from the Core Courses list; 2) no more than three courses may originate in a single department; 3) four of the six courses must be at the 100 level or higher; and 4) no more than two courses that are counted toward the Primatology Certificate may also be used to satisfy the requirements of any major, minor, or other certificate program. Elective courses may include newly added departmental offerings, special topics courses, and independent study courses as approved by the director.

REQUIRED COURSES
Biological Anthropology and Anatomy 93D. Introduction to Biological Anthropology.
Primatology 186S. Research Internship in Primatology.
Primatology 187S. Senior Seminar in Primatology.
(Note: Primatology 186S and 187S must be taken as a sequence and together are considered the capstone course.)

PRIMATOLOGY COURSES (PRIMATOL)
186S. Research Internship in Primatology. NS, R Part of the Undergraduate Program in Primatology. Supervised work either in a laboratory or at the Primate Center. Consent of instructor required. Instructor: Glander. One course.
187S. Senior Seminar in Primatology. NS, R Part of the Undergraduate Program in Primatology. Consent of instructor required. Instructor: Glander. One course.

CORE COURSES
Biological Anthropology and Anatomy
132. Human Evolution
172L. Primate Anatomy
Biology
43D. Ecology and Society
Psychology
91L. Biological Bases of Behavior

RELATED COURSES TAKEN AS ELECTIVES
Biological Anthropology and Anatomy
134L. Anthropology of the Skeleton
135. Human Functional Anatomy
136. Human Biology
143. Primate Ecology
144L. Primate Field Biology
146. Sociobiology
183S. Primate Social Complexity and Intelligence
184. Primate and Tropical Forest Conservation
185. Current Issues in Primatology
238S. Functional and Evolutionary Morphology of Primates
240S. Hominid Socioecology
244LS. Comparative Primate Ecology
245S. Primate Social Evolution
246. Primate Fossil Record
249S. Microevolution and Sociobiology
287S. Macroevolution
Biology

102L. Trees and Shrubs of North Carolina
108L. Developmental and Comparative Anatomy of Vertebrates
110L. Ecology
112. Population Biology
120. Principles of Evolution
121. Evolution of Animal Form
151L. Principles of Animal Physiology
201S. Animal Behavior
215. Tropical Ecology
229L. Paleoeology
241L. Field Botany
267L. Community Ecology
285S. Ecological Genetics

Cultural Anthropology

111. Anthropology of Law
113. Gender and Culture
165. Psychological Anthropology

Earth and Ocean Sciences

41. The Dynamic Earth

Economics

163. Economics of the Environment

Nicholas School of the Environment and Earth Sciences

217. Tropical Ecology
282S. Environmental Ethics

Philosophy

104. Philosophy of Science
115. Environmental Ethics

289S. Environmental Ethics

Psychology

111. Learning and Adaptive Behavior
150S. Hormones and Behavior
181BS. Studying the Animal Mind

223S. Animal Learning and Cognition

230S. Social Behavior of Animals

Psychology (PSY)

Professor Putallaz, Director of Undergraduate Studies; Professor G. Lockhead, Associate Director of Undergraduate Studies; Professors Asher, Bettman, Blumenthal, Brodie, Cooper, Costanzo, Dodge, Eckerman, Flanagan, George, W. C. Hall, W.G. Hall, Keefe, Logue, Madden, March, McCarthy, Meck, Palmer, Payne, Purves, Quinn, Roth, Rubin, Sheppard, Siegler, Spenner, Staddon, Strauman (Chair: Psychology: Social and Health Sciences), Surwilt, Thompson, Vidmar, C. Williams (Chair, Psychological and Brain Sciences), R. Williams, and Wood; Associate Professors Curry, Day, Fairbank, Hill, Linville, Levin, Mazuka, Needham, Nicolelis, Nowicki, Schmajuk, Sherwood, and Welsh-Bohmer; Assistant Professors Brannon, Cabeza, Dobbin, Feng, Guzeldere, Huettel, LaBar, Lynch, Marsh, and Moore; Professors Emeriti Alexander, Carson, Cole, Crovitz, Diamond, C. Erickson, R. Erickson, Kimble, Kremen, Lakin, H. Schiffman, M. Wallach, and Wing; Research Professor L. Wallach; Associate Research Professors Gold and Woldorff; Assistant Research Professors Buhusi, Cerutti, and Weinfurt; Associate Clinical Professors Fitzgerald and Robins; Assistant Clinical Professors Bonner, Compton, and Edwards; Adjunct Professors Barbarin, Cox, Fail, Gariepy, McLoyd, Ornstein, Reznick, Swartzwelder, and Vernon-Fegans; Adjunct Associate Professors Kurtz-Costes and Rabier; Adjunct Assistant Professors Curran, Grimes, Hopfinger, Hussong, Serra, Stocking, and Taylor; Adjunct Assistant Research Professor Weinfurt; Visiting Assistant Professor Richman; Research Associates Burk, Didow, and Lamoureux; Senior Research Scholar Hoyle and Rabiner; Research Scholar Coard

A major or minor is available in this department.

The *General Courses*, coded (G), do not count towards an area of concentration, but
do count towards the major. The Biological Bases of Behavior area, coded (B), includes courses on the nervous system, the learning process, motivation, neurochemistry, hormones, and other biological factors in their relationship to behavior. The Cognitive Psychology area, coded (C), includes the topics of sensation and perception, cognition, learning, language, memory, and psycholinguistics. Developmental Psychology, coded (D), emphasizes the developmental aspects of all psychological processes such as sensory and motor behavior, cognition, children’s thinking and reasoning, and social behavior. Courses in the Personality/Social Psychology area, coded (P), ultimately bear on the questions of human character and behavior, both normal and abnormal. These include personality, social and abnormal issues, along with strategies for the prevention of deviance.


49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.

91. Biological Bases of Behavior: Introduction and Survey (B). (QID) NS An introduction to the methods, models, and reasoning that have led to discoveries about brain-behavior relations, and a critical evaluation of the current theories that guide our thinking about the neurobiology, development and evolution of sensory and cognitive processes, sleep, pain, emotion, hunger, and thirst as well as maternal and sexual behavior patterns. Students required to participate as subjects in three to six hours of psychological research if not done in a previous introductory class. Prerequisite: Biology 19 or Biology 25L; may be taken concurrently. Instructor: Lamoureux or C. Williams. One course. C-L: Neurosciences Program

92. Cognitive Psychology: Introduction and Survey (C). (QID) SS Overview of cognitive processes including pattern recognition, concept formation, attention, memory, imagery, mental representation, language, problem solving, and modes of thinking. The basic approach is both empirical (using data collection and analysis) and theoretical (building models using inductive/deductive reasoning). Application of basic laboratory results to cognition in everyday life. Students required to participate in three to six hours of psychological research if not completed in a previous introductory class. Instructor: Cabeza, Day, or Rubin. One course.

93KS. Psychosocial Development of the Mind Through the Life Course. CCI, SS The mind as it changes across the life span. The impact of environmental, cultural, interpersonal input during adolescence and early adulthood. Psychosocial and physiological influences on the mind and cultural differences in mind development. Role of mind in identity formation. Special attention to developmental changes and challenges in adulthood and late life. Compare and contrast age differences and age changes in psychosocial development of mind. Open only to students in the FOCUS program. Instructor: Gold. One course. C-L: Sociology 99S

93S. A-Z. Focus - Special Topics Seminars. First year seminar for students in FOCUS program only. Content varies by semester. Different courses (and areas of psychology) indicated by letter. Instructor: Staff. One course.

97. Developmental Psychology: Introduction and Survey (D). (QID) SS Overview of the cognitive, social, and emotional changes that occur throughout the lifespan, with emphasis on the period from infancy to adolescence. The approach examines both the empirical evidence (data collection and analysis) and the theoretical models (constructs using inductive-deductive reasoning) used in understanding human psychological development. Instructor: Bonner, Brannon, Feng, or Needham. One course.

99. Personality and Social Behavior: Introduction and Survey (P). (QID) SS The determinants of socially significant human behavior—those residing in the person,
those that are the product of interpersonal context, and those resulting from the interaction of both sources. Formative as well as contemporary influences considered. Emphasis on the reasoning, research designs and methods used to examine the complex interplay of individual and social context. Students participate in three to six hours of psychological research if not done in a previous introductory class. Instructor: Grimes or Lynch. One course.

101. Research Methods in Psychological Science (G). (QID) NS, R, SS, WA systematic approach to the problem of designing and conducting psychological research putting that research into a larger scientific context featuring both experimental and nonexperimental methods, including observational, archival, and case-study methods. Problems of validity and control. Analysis of theorizing coupled with examination of psychological constructs used in behavioral neuroscience, cognitive science, developmental psychology, sensation and perception, as well as psychological aspects of the social and health sciences. Prerequisite: one prior course in psychology. Instructor: Cerutti or Schmajuk. One course.

102. Alcohol: Brain, Individual, and Society (B, P). NS, SS, STS Multidisciplinary course exploring the impact of alcohol use on individuals and society. Integrated segments focus on: biomedical effects; addiction and treatment; historical context of drinking; and college drinking issues. Not open to first-year students. Prerequisite: Psychology 11 or 91, or substitute course approved by instructor. Instructors: Rezvani, Roberts, Swartzwelder and White. One course.

104. Intelligence (C, D, P). (QID) SS Issues include alternative definitions of intelligence, history of intelligence testing, basic principles of psychological tests and measurements, hereditary views of intelligence, critique of hereditary views, environmentalist views of intelligence, critique of environmentalist views, current perspectives on the nature vs. nurture controversy, 'The Bell Curve' and its critics, and alternatives to the psychometric approach to intelligence and intellectual development. Prerequisites: Psychology 11 or 97 and Statistics 101 or equivalent. Instructor: Staff. One course. C-L: Education 104

105. Myths and Mysteries of Memory. SS, STS Understanding the feats and failures of memory in everyday situations. Exploration of the use and misuse of memory of interest across professions (e.g., medicine, law, advertising, education), via demonstrations, lecture, and readings. Topics include repression, how to study exams, remembering names, early childhood memories, amnesia, photographic memory, eyewitness testimony, and pharmacological effects. Instructors: Dobbins and Marsh. One course.

106. The Psychology of Gender (P). CCI, SS The psychology of gender in this country, including sex differences, separation and individuation, and achievement; sexuality; sex-roles; mental health problems particularly salient to genders: cultural influences on gender development and views within the field of psychology of gender. Instructor: Staff. One course. C-L: Women's Studies

107. Introduction to Perception (C). SS Perception as the means by which we become aware of the world and of ourselves. An introduction to the senses and the means by which meaningful experience is derived from their functioning. Emphasis given to visual perception. Prerequisite: a prior course in psychology. Instructor: Lockhead. One course.

109A. Health Psychology (P). (QID) SS The role of behavior in the etiology, pathophysiology, and treatment of cardiovascular disease and endocrine disorders; psychoneuroimmunology; chronic pain; and life style behaviors with health consequences such as smoking and eating disorders. Emphasis on the research designs, methods and reasoning by which one infers the relationship between behavior and various health changes. Not open to students who have taken Psychology 98. Instructor:
Keefe. One course. C-L: Health Policy

109B. Stress and Coping (P). (QID) SS Psychological theory and empirical work on stress and coping, with an emphasis on post-traumatic stress. Focus on the research designs, methods and reasoning by which stress is inferred and its effects assessed. Prerequisite: Psychology 99. Instructor: Keefe. One course.

109C. Behavioral Medicine (P). SS, STS Overview of the interdisciplinary field of behavioral medicine, emphasizing the integration of the social and behavioral sciences in the service of understanding physical health and illness. Psychosocial risk factors for medical illness; biobehavioral mechanisms whereby psychosocial risk factors affect pathophysiology; and biobehavioral intervention to treat and rehabilitate patients with major medical disorders in interdisciplinary settings. Psychology 109A encouraged as a prerequisite, but not required. Instructor: R. B. Williams. One course.


111. Learning and Adaptive Behavior (B, C). (QID) NS Principles of instrumental learning in animals and humans. Topics include elicitation, classical conditioning, reinforcement, punishment, problem solving, behavioral economics, and verbal behavior. Focus on empirical data, quantitative analysis, research methodology, and technologies generated from learning research. Prerequisite: none, but some knowledge of quantitative science desirable. Instructor: Staddon. One course.

112. Introduction to Cognitive Neuroscience (B, C). (QID) NS Biological bases of higher mental functions including attention, memory, language, emotion, executive functions, and consciousness. Emphasis on evaluation of experimental designs, methodological approaches, and current theories. Quantitative approaches that have significantly contributed to the growing understanding of the cognitive processes. Prerequisites: background in cognitive psychology (Psychology 92 or equivalent) and biological psychology (Psychology 91 or Psychology 135 or equivalent). Instructor: Staff. One course.

113A. Self and Society (P). CCI, SS One course. C-L: see Cultural Anthropology 141; also C-L: Women's Studies

114. Personality (P). SS Major theories of personality from Freud to the present. Focus on three central perspectives in personality: psychoanalytic theories from classical analysis through ego psychology to contemporary object relations models; learning theories from behavioral models through social learning theory to contemporary cognitive models; and biological and trait theories, including recent factor analytic models. The scientific basis of each theory and the technologies derived from the theories which are used for personality assessment and psychotherapeutic intervention. Instructor: Curry or Rabiner. One course.

115. The Psychology of Consumers (C,P). SS The psychology of consumers and ways of influencing consumer behavior. How knowledge of consumer psychology and behavior is used to develop marketing techniques. How to use consumer psychology in making business decisions; the ethical issues associated with consumer influence. Prerequisites: Prior course in Psychology. Instructor: Chartrand. One course. C-L: Markets and Management Studies

116. Social Psychology (P). (QID) SS The effects of social interaction and social processes on a wide range of individual attitudes and behaviors (for example, conformity, leadership, prejudice, aggression, altruism). Emphasis on the logic, reasoning, research designs, and methods by which knowledge is generated. Equal
attention to experimental and non-experimental research. Instructor: George or Richman. One course. C-L: Sociology 106, Women's Studies

117. Statistical Methods (G). (M, QID) QS One course. C-L: see Sociology 133

119A. Abnormal Psychology (P). (QID) CCI, EI, SS Disordered behavior and constructive personality change viewed in interpersonal and social context for purposes of understanding normal and abnormal personality development and functioning. The research designs, methods and reasoning by which psychologists assess behavioral disorders and personality variants. How these disorders vary from culture to culture and the ethical issues associated with treatment. Instructor: Rabiner or Robins. One course.

119B. Child Clinical Psychology (D, P). (QID) SS The etiology and developmental course of major childhood psychological disorders. Practices of assessment, diagnosis, and treatment of childhood psychological disorders and the research that supports these practices. Emphasis on understanding interactions among individual child, family, and social factors in the etiology, diagnosis, and treatment of childhood psychological disorders. Prerequisite: Psychology 97 or 99. Instructor: Moore. One course.

120. Comparative Psychology (B). NS A survey of animal behavior from the psychologist's perspective. Prerequisite: Biological Anthropology 93, Biology 25L, or Psychology 91. Instructor: Staff. One course. C-L: Biology 168

122. Psychology of Thinking (C). (QID) SS, STS Overview of high level cognitive processes in both theoretical and applied areas. Emphasis on the research designs, methods, and reasoning for understanding how people engage in categorization, problem solving and decision making. The social implications of cognitive testing and an appreciation of the role of human factors in a technological age. Prerequisite: one previous psychology course. Instructor: Marsh, Rubin or Serra. One course.

123. Human Memory. (QID) SS A review of the theoretical and empirical study of human memory. Emphasis on research designs, methods, and reasoning by which understanding is gained of memory across the life span. Topics include transient and short-term memories, models of memory, unconscious memories, and memory processes and tasks. Covers both data and theory, historical and contemporary research, behavioral and brain research. Prerequisite: Either Psychology 92 or 105. Instructors: Marsh, Rubin, or Serra. One course.


126. Behavior and Neurochemistry (B, P). (QID) NS The role of brain chemicals (neurotransmitters, peptides, and hormones) in behavior. Hypotheses addressing the neurobiology of mental disorders and how they can be treated by pharmacological intervention. Emphasis on the development and critical evaluation of pharmacological models of brain function using mathematical and/ or deductive/ inductive models of reasoning and experimentation. Prerequisite: Psychology 91. Instructor: Buhusi or Meck. One course.

127. Drugs, Brain, and Behavior (B). (QID) NS One course. C-L: Pharmacology and Cancer Biology 160

128. The Creative Mind (C). ALP, SS The nature of the creative thinking; the conscious and unconscious processes involved. Creativity in problem solving, sciences and math, the visual arts, literature, music, movies, theater, business, and destruction. Instructor: Schmajuk. One course. C-L: Information Science and Information Studies

130. Psychosocial Aspects of Human Development (D). CCI, EI, SS One course. C-L: Human Development 180, Sociology 169

131. Early Social Development (D). CCI, EI, SS Overview of the social development of children from birth to age twelve. Focus on aspects within the family, including parent-
child and sibling relationships; family socialization strategies, including gender socialization and parenting; and demographic characteristics such as family constellation and socioeconomic status. Socialization agents such as school, peers, media and community context explored as they relate to social development. Readings focusing on children and families from diverse backgrounds. Includes service learning component, volunteering with agencies in Durham. Prerequisite: Psychology 97. Instructor: Asher, Hill, or Putallaz. One course.

132B. Cross-Cultural Perspectives on Development: A View from Japan (C, D). CCI, SS Cross-cultural examination of issues in developmental psychology from an Asian perspective, especially from modern day Japan. Selected topics in developmental psychology evaluated from the perspectives of Japan and other cultures in Asia, and contrasted to American studies. Instructor: Mazuka. One course. C-L: Cultural Anthropology 166

133. Psychology of Ethnicity and Context (D). CCI, SS Focuses on children and families as they are shaped and impacted by race, culture, ethnicity, socioeconomic status and community/neighborhood context. Aspects considered include: parental beliefs, expectations, disciplinary strategies, children’s mental health and academic and career goals. Instructor: Hill. One course. C-L: African and African American Studies 134

134. Psychology of Language (C). (QID) R, SS Examination of linguistic structures and their psychological "reality," language and cognition, biological bases, animal communication, language pathologies, nonverbal communication, linguistic universals, and bilingualism. Everyday language phenomena (for example, slips of the tongue) as well as experimental and theoretical research. Emphasis on the research designs, methods and reasoning by which the features of language are assessed. Research proposal required. Instructor: Day. One course. C-L: Linguistics 110

135. Fundamentals of Neuroscience (B). (QID) NS Introduction to neuroscience, including: basic physiology; microstructure and anatomy of neural tissues; mechanisms of neuronal development and integration; sensory-motor control; auditory, visual, and olfactory systems; the neural foundations of animal behavior; and the evolution of nervous systems. Emphasis on the development and critical evaluation of neuronal theories of brain function using biochemical, mathematical, and/or deductive/inductive models of reasoning and experimentation. Prerequisites: Biology 25L, and Chemistry 12L or 22L or equivalent. Instructor: LaBar or Meck. One course. C-L: Biology 154, Neurobiology 154, Neurosciences Program

137. Adolescence (D). (QID) SS Adolescent development, including identity formation, intelligence, sexuality, peer and parent relationships, vocational choices, drugs, and psychopathology. Theory and empirical findings. Emphasis on the methods and research designs that have led to an understanding of adolescent development. Instructor: Stocking. One course.

138. Social Psychology of Business (P). CCI, SS Application of social psychological principles to the understanding of how businesses respond to significant environmental change. Focus on multinational firms to allow for consideration of cross-cultural influences. Prerequisites: Psychology 116/ Sociology 106 or a Markets and Management course. Instructor: Sheppard. One course. C-L: Markets and Management Studies


141S. Emotions and the Brain (B, C). NS A broad perspective of the expanding field of affective neuroscience. How emotions are mediated in the brain. Overview of neural theories of emotion along with the relevant neuroanatomy and psychopharmacology, animal models of emotion, insights from human cognitive and clinical neuroscience. Emphasis on understanding the mechanisms by which emotion influences cognitive processes, including perception, attention, learning, and memory. Prerequisites:
Psychology 91 or 92 required and Psychology 126 or 135 preferred. Instructor: LaBar. One course.

142S. Thought Without Language (C, D). (QID) NS The nature of thought without language and the representational strategies employed by infants and animals when thinking about number and other seemingly complex subjects. Comparison of how infants and non-human animals solve similar problems in an effort to understand more broadly the type of cognition that is possible without language. Topics include infantile amnesia, serial memory, symbolic models, object permanence, imitation, theory of mind, causality, and tool-use. Methods, models and reasoning whereby inferences are made about thought processes in animals and children. Prerequisite: Psychology 91 or 97. Instructor: Brannon. One course.


145S. Learning to Read (C, D). R, SS Development of reading skills, psychology of reading, reading education. Topics include developmental theories of reading, learning to read in other languages, Whole language and Phonics teaching methods, cognitive processes in skilled reading, reading difficulties and dyslexia, home environment and cultural effects, teaching methods, reading tests, policy implications. Instructor: Feng. One course. C-L: Education


147S. The Developing Mind and Brain: Developmental Cognitive Neuroscience. (QID) NS, R The implications of novel findings from field of developmental cognitive neuroscience for broader debates around issues in developmental science including nature versus nurture, critical periods in brain and behavioral development, and the modularity of mental functions. The major methods of developmental cognitive neuroscience including functional magnetic resonance imaging (fMRI) and recordings of evoked response potentials (ERPs). Focus on the special challenges that emerge when applying these methods to the study of infant and child development; opportunities for experiences with these tools. Prerequisite: One course in developmental psychology. Instructor: Pelphrey. One course.

148S. Neuroscience and Cognitive Aging (B, C). NS, R, W Theories of cognitive aging (emphasis on the psychobiological/ neurobiological perspectives) focusing on processes of perception, attention, decision making, memory and movement through both text and journal readings. Neurological diseases of aging (i.e., Parkinson’s disease, Alzheimer’s disease). Focus on developing skills for scientific grant writing. Instructor: Jurkowski. One course.

150S. Hormones and Behavior (B, P). (QID) NS, W The adaptive functions and physiological mechanisms of hormone-behavior interactions through an examination of research and models in the field. Empirical and theoretical papers on the hormonal modulation of reproduction, rhythms, sexual differentiation, mood, learning and memory; perspectives on topics ranging from clinical to basic science, with
consideration of ethical issues. Research paper required. Prerequisite: Psychology 91. Instructor: C. Williams. One course. C-L: Women's Studies

151S. Clinical Interventions with Children and Families (D, P). SS Study of techniques used by clinical psychologists to treat and prevent psychological disorders of childhood. Focus on a) understanding major types of clinical interventions, b) how clinical psychologists develop, implement, and evaluate interventions, c) ethical issues in treating children and families, d) integration of research and practice in the treatment and prevention of childhood psychological disorders. Enrollment limited to juniors and seniors. Prerequisites: Psychology 119B or 119A and a research methods course or statistics course. Instructor: Moore. One course.

153S. Issues in Language Development (C, D). (QID) CCI, SS, W "Critical Period" in language development, the role of 'motherese,' infant speech perception, innovative word creation, telegraphic speech, bilingualism and second language learning, learning to read, language, cognition and culture, and language pathology. Focus on learning to critically evaluate empirical research papers from various areas of language development. Appropriateness of hypotheses, methodology and analyses, and whether or not the data the researchers gather warrants the conclusions they draw. Instructor: Mazuka. One course. C-L: Linguistics 153S


157S. Life Span Analysis of Social Relationships (D, P). CCI, R, SS, W The developmental changes that occur in social relationships (for example, parent, sibling, peer) across the life span; the differing roles these relationships play in the development of the individual. Particular attention given to understanding gender and ethnicity differences in the forms and functions of relationships. Prerequisite: Psychology 97 or 99. Instructor: Putallaz. One course.

159S. Biological Psychology of Human Development (B, D, P). (QID) R, SS, W Multidisciplinary perspectives bearing on key processes in human development from infancy through old age; the way that biological and psychological processes act together in normal and pathological behavior and development. Clinical case material and videotapes. Preference given to senior psychology majors and to students in the Program in Human Development. Consent of instructor required. Instructor: Thompson. One course. C-L: Human Development

170S. A-R, U-Z. Selected Problems. New courses not yet in the bulletin are designated as 170S or 270S depending on their level. Since all faculty offer these courses, their contents vary accordingly. Different courses indicated by the letter. Instructor: Staff. One course.

173S. Theoretical Issues in General Psychology (C, D, P). SS Examination of basic issues that cut across different areas of psychology, with emphasis on the nature of science and knowledge, the kinds of knowledge psychology may provide, and different conceptions of mind. Instructor: L. Wallach. One course.

174S. Infancy (C, D, P). (QID) R, SS Critical analysis of research on perceptual, cognitive, social, emotional, and motor development in human infants. Existing models of development in these areas evaluated in light of recent experimental findings. Final projects integrating research findings across different domains, creating novel hypotheses and designing experiments to test these hypotheses. Prerequisite: Psychology 97 and one other psychology course. Instructor: Eckerman or Needham. One course.

176S. Great Ideas in Psychology (C). (QID) R, SS Ideas in psychology drawn from many content areas (including perception, personality, motivation, biological, social,
cognitive, developmental, learning) and various methodological approaches (including experimental, introspection, observation, interview, longitudinal, computer simulation). Inductive/deductive approaches to psychology. Research paper required. Prerequisite: junior or senior psychology-major status and consent of instructor. Instructor: Day. One course.

177S. Human Sexuality (B). (QID) NS, STS The biological, endocrinological, and physiological correlates of human sexual behavior including sexual differentiation, pubertal development, adult male and female sexual behavior, premenstrual syndrome, menopause, sexuality and aging, homosexuality, and deviant sexual behavior. Emphasis on the reasoning, research designs, and methods for understanding gender roles and sexuality. Prerequisite: Psychology 91 or background in biology. Instructor: Staff. One course.

181AS. Methods in Behavioral Neurobiology (B). (QID) NS, R Research in neural bases of behavior using simple biological systems as models for more complex behavior. Emphasis on the reasoning, research designs and methods used by neurobiologists in their studies of behavior. Laboratory experience in these various experimental methodologies. Observational techniques in study of natural behaviors and neurophysiological recording and stimulation. Prerequisite: Psychology 91 or background in biology, and consent of instructor. Instructor: W. G. Hall or staff. One course.


181CS. Brain Waves and Cognition (B, C). (QID) NS, R The Event-Related Potential (ERP) method and its use in cognitive neuroscience. Emphasis on the reasoning, research designs and methods used in measuring event-related potentials. How ERP's are recorded, analyzed, and used to study cognitive processes. Students complete projects and experience this methodology. Prerequisites: two of the following three courses (Psychology 91, 92, or 135) and consent of instructor. Instructor: Woldorff. One course.

181FS. Functional Neuroimaging (B). NS, R Lecture and lab to provide overview of use of functional magnetic resonance imaging (MRI) in the investigation of human sensory, motor, and cognitive function. Topics will include MRI to study human brain systems involved with movement, sensation, perception, and memory. Students will design and execute a neuroimaging experiment. Consent of instructor required. Instructor: McCarthy. One course.

182AS. Cognitive Laboratory (C). R, SS, W Training in the methodologies necessary to do research in human cognition; language, memory, problem solving, and other higher mental processes. Prerequisite: Psychology 92, 107, 112, or 123. Instructor: Lockhead, Rubin, or Serra. One course.

182BS. Perception Laboratory (C). (QID) R, SS, W Experimental approaches to basic phenomena of perception as determined by conditions in the external situation and the person: biological and psychological. The reasoning, experimental design, and methods used to investigate perceptual mechanisms. Instructor: Lockhead. One course.

182ES. Research Methods in Psycholinguistics (C). (QID) R, SS, W Experimental design, data collection, and data analysis/interpretation in psycholinguistic research. Experiments on speech perception, word recognition, and sentence comprehension. Recording and digitizing of speech segments for acoustic analyses/perception experiments; programming of experiments using commercially available software; conducting experiments to collect data; and analyzing the results for interpretation. Skills in conducting psychological experiments; research design in relation to the type of analysis planned. Prerequisite: A course in statistics is recommended, but not
required; tutorial sessions on relevant statistical techniques for students without a statistical background. Instructor: Mazuka. One course. C-L: Linguistics 182S

183AS. Research Methods in Developmental Psychology (D). R, SS, W Prerequisite: Psychology 97 or consent of instructor. Instructor: Eckerman. One course.

183BS. Child Observation (D). (QID) R, SS, W Introduction of research methods used to study children, with particular emphasis on observational techniques. Focus on developing proficiency in research methodology, becoming skilled at communicating research findings to other psychologists, and increasing knowledge and expertise with young children. Prerequisite: Psychology 97 and consent of instructor. Instructor: Grimes or Putallaz. One course.

183CS. Research Methods in Schools and Classrooms (D). (QID) R, SS, W Introduction to quantitative research methodologies, with emphasis on applications to educational problems and settings. Students will develop proficiency in applying quantitative research methods, interpreting research reports and communicating research findings to other social scientists. Prerequisites: One previous psychology course. Instructor: Valentine. One course. C-L: Education 183S

185BS. Research Methods in Social Psychology (P). (QID) R, SS, W Study of empirical research methods used to study contemporary issues in social psychology, including both experimental and nonexperimental strategies. Prerequisite: Psychology 99 or 116. Instructor: Costanzo or staff. One course.


185DS. Research Methods in Psychopathology and Psychotherapy (P). (QID) R, SS, W Classic and contemporary research methods for the diagnosis and investigation of psychopathology as well as for conducting psychotherapy outcome and process research. Focus on developing proficiency in research methodology, developing skill in interpreting research reports and communicating research findings to other behavioral scientists, and increasing knowledge in the content domains of psychopathology and psychosocial intervention. Prerequisites: Junior or senior status and consent of instructor. Instructor: Strauman. One course.

190S. History of Modern Psychology (B, C, D, P). SS, STS Major developments in psychology from the late nineteenth century to the present, with emphasis on the history of ideas. The experimental beginnings of psychology as a science, psychoanalysis, evolutionary thinking, behaviorism, cognitive psychology, and the psychology of social issues. Prerequisite: prior course in psychology or consent of instructor. Instructor: L. Wallach. One course.

191. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Meets general requirement of a curriculum Research (R) course but does not fulfill major requirement for an advanced seminar or methods course. Junior year fall. Prerequisite: Two courses in Psychology. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.


required. Instructor: Staff. One course.

194. Research Independent Study. R See Psychology 191. Senior year spring. Prerequisite: Two psychology courses. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

195S. Topics in Neuroscience (B). (QID) NS, R, W A formal research and training component of the Howard Hughes Forum in Neuroscience that includes review of directed reading and research in both theoretical and experimental neuroscience. Emphasis on the development of the ability to critically evaluate empirical research and to construct mathematical or deductive/inductive models. Final project includes preparation of a formal research proposal and a review of the role of ethics in science. Enrollment in an independent study and consent of instructor required. Instructor: Meck. One course.

196T. Tutorial Independent Study. An in-depth historical or theoretical analysis in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Does not meet general requirement for a curriculum Research (R) course and does not fulfill major requirement for an upper-level seminar or methods course. Junior year fall. Prerequisite: Two psychology courses. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

197T. Tutorial Independent Study. See Psychology 196T. Junior year spring. Prerequisite: Two psychology courses. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

198T. Tutorial Independent Study. See Psychology 196T. Senior year fall. Prerequisite: Two psychology courses. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

199T. Tutorial Independent Study. See Psychology 196T. Senior year spring. Prerequisite: Two psychology courses. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

For Advanced Undergraduates and Graduates

202S. Autobiographical Memory (C). (QID) SS A review and critical analysis of the literature, theory, and empirical study of autobiographical memory within cognitive psychology. Emphasis on the reasoning, research designs, and methods used in examining autobiographical memory. Consent of the instructor required. Instructor: Rubin. One course.

205S. Children's Peer Relations (D). SS Examination of the empirical literature with emphasis on the functions that peers serve for children, the developmental course of these relationships, the clinical ramifications and possible explanations for inadequate peer relations (including an examination of the family's role), and interventions used to improve children's relationships with their peers. Regular opportunities to analyze, critique, and synthesize primary research literature. Consent of instructor required. Instructor: Asher or Putallaz. One course.

206S. Pediatric Psychology (D, P). (QID) SS The conceptual and methodological bases for the field. Emphasis on the reasoning, research designs, and methods implemented at the interface of behavioral and biomedical issues concerning health care for children. Case material illustrating how developmental, biological, and psychosocial processes act together in child health and illness. Focus on adjustment and coping with illness and treatments related to cystic fibrosis, sickle cell disease, cancer, diabetes, and seizure disorders. Consent of instructor required. Instructor: Bonner. One course.

212S. Human Memory (C). (QID) SS Classical and modern literature, data, and theories relating to mechanisms of information processing, storage, and retrieval. Emphasis on
the reasoning, research designs and methods by which human memory is studied. Evaluation of experiments and interpretation of data. Research proposal required. Consent of instructor required. Instructor: Rubin, or Serra. One course.

214S. Development of Social Interaction (D, P). SS Major concepts and methods pertaining to early social development, emphasizing human social behavior and a developmental psychobiological approach. Consent of instructor required. Instructor: Eckerman. One course.

216S. Gender, Pain, and Coping (P). R, SS Sex and gender differences in and pain coping; psychological, social, cultural, and biological mechanisms that underpin these differences. Consent of instructor required. Instructor: Keefe. One course.

218S. Personality, Stress, and Disease (P). SS, STS The interaction between person and social environment as a contributor to development of physical disease. Both epidemiological and laboratory-based research considered. Prerequisite: Psychology 98 or 109A for undergraduates and consent of instructor. Instructor: R. B. Williams. One course.

220S. Psycholinguistics (C). (QID) CCI, SS Evaluation of empirical research in various areas of psycholinguistics, in particular whether or not the hypotheses, methodology and analyses are appropriate and whether or not the data gathered warrant the conclusions drawn. Emphasis on cross-linguistic approaches to psycholinguistics. Systematic comparison of languages from different cultures through selected readings. Topics include neurolinguistics, linguistic versus pictorial representation, individual differences, oral versus written expression, language and personality, and the language-thought interaction. Consent of instructor required. Also taught as Linguistics 220S. Instructor: Day. One course. C-L: English 204S

221S. Ethnicity, Culture, and Family Processes (D, P). CCI, R, SS Focus on the impact of culture and ethnicity on family processes; definitions and measurement of culture as a family level variable; family dynamics/interactions, family constellations, and parenting. Prerequisite: Consent of instructor. Instructor: Hill. One course. C-L: African and African American Studies 221S


226S. Cognitive Neuroscience of Memory (C). NS Research on the neural correlates of memory in humans. Neuropsychological studies with brain-damaged patients and functional neuroimaging studies with healthy individuals. Cognitive neuroscience models of memory, including episodic memory, working memory, semantic memory, priming, and procedural memory. Prerequisite: Psychology 91 or Psychology 92. Instructor: Cabeza. One course.

227S. Behavioral Physiology: Basic Systems (P). (QID) SS Organ systems review of physiology, emphasizing the role of the central nervous system and behavior in physiological function. Emphasis on the research designs, methods, and reasoning by which the physiology of behavior is understood. Prerequisite: Psychology 91 or 159S for undergraduates and consent of instructor. Instructor: Surwit. One course.
238S. Everyday Cognition (C). SS Selected cognitive concepts (for example, encoding, retrieval, representation, information load) and their application to everyday situations. Cognition in the classroom, courtroom, hospital, grocery store, and laboratory, as well as on the job, athletic field, construction site, dance floor, and computer. For each situation: successful vs. mediocre performance, cognitive processes involved, task analysis, potential problems, experimental tests, and implications for both cognitive theory and everyday life. Class sessions include presentations by the instructor, students, and individuals from the everyday world. Prerequisites: for undergraduates: Psychology 92 or related course work and consent of instructor. Instructor: Day. One course.

258S. Social Behavior and Personality (P). SS A broad examination of current theory and research on the interpersonal, personological, and social cognitive influences on social behavior and social interaction. Emphasis on contemporary thought on issues such as the nature of social influence, the function and construction of the self, relationship formation and maintenance, aggression and altruism, personality-based mediators and moderators of social behavior, and the application of social psychological theory and research to the study of clinical, social legal, and educational issues. Methodological approaches to the study of social phenomena including experimental, quasi-experimental, narrative, observational, and correlational models. Prerequisite: Psychology 99 or 116 and 185A or 185B and Statistics 101, Psychology 117 or equivalent and consent of instructor for undergraduates. Instructor: Staff. One course.

262S. Minority Mental Health: Issues in Theory, Treatment, and Research (P). CCI, SS Survey and discussion of theoretical, research, and clinical issues in minority mental health with special emphasis on African-Americans. Prerequisite: Psychology 119A for undergraduates and consent of instructor. Instructor: Staff. One course. C-L: African and African American Studies 262S

268S. Brain and Language (B, C). (QID) NS Focus on cognitive processes and brain mechanisms involved in language comprehension and production. Psycholinguistic models and how these models may be implemented in the brain. Consent of instructor required. Instructor: Staff. One course. C-L: Linguistics 268S

270S. A-R, U-Z. Selected Problems. New courses not yet in the bulletin are designated as 170S or 270S depending on level. Since all faculty offer these courses, their contents vary accordingly. Different courses indicated by the letter. Consent of instructor required. Instructor: Staff. One course.

272S. Obesity and Eating Disorders (B, P). CCI, NS, R, SS A review of obesity and of the major clinical eating disorders (including binge eating disorder, bulimia nervosa and anorexia nervosa) and their pathophysiology, and their treatments. Consent of instructor required. Prerequisite: Introductory Biology. Instructor: Surwit. One course.


274. Statistics II (G), (M, QID) QS, R Basic and advanced ANOVA models via the GLM. Broad-based overview of multivariate models, including MANOVA, canonical correlation, discriminant analysis, and factor analytic models. Emphasis on application and use of computer packages. Prerequisite: Psychology 117 or Statistics 101 and Psychology 273 for undergraduates and consent of instructor. Instructor: Hoyle. One course.

275S. Research Synthesis and Meta-Analysis (G). (QID) R, SS One course. C-L: see Education 275S

COURSES CURRENTLY UNSCHEDULED
103. Practicum (B,C,D,P)
113B. Psychological Anthropology (C, D, P). SS
113C. Culture and Thought (C). R, SS
118. Special Topics in Social Psychology (P). SS
121. Early Cognitive Development (C, D). (QID) SS
125. Memory and the Brain (B). NS
132A. Cognitive Aspects of Human Development (C, D). (QID) SS
136. Developmental Psychobiology (D). (QID) SS
154S. Education, Children, and Poverty (D). EI, SS
156S. Tests and Measurements (G). (QID) R, SS
162S. Clinical Issues: Conceptions, Techniques, and Problems of Professional Clinical Psychology (P). (QID) SS
165S. Neurobiology of Learning and Memory (B, C). NS
167S. Brain Mechanisms of Behavior (B, C). NS
168S. Fundamental Issues in the Study of the Brain (B). (QID) NS
169S. Eating Behavior and Disorders (B, P). (QID) SS, STS
171T. A-R. Tutorials
172S. The Psychology of Obesity (P). CCI, NS, R, SS
178S. The Psychology of Exceptional Ability (C, D). (QID) SS
180S. Advanced Topics in the Psychology of Gender (P). SS
181ES. Molecular Electrophysiology and Imaging of the Nervous System (B, C). (QID) NS, R
182CS. Neural Networks and Psychology (B, C). (QID) NS, R
185AS. Experimental Approaches to Personality (P). R, SS
209S. The Cognitive Psychology of Oral Traditions (C). (QID) SS
211S. Neural Development and Comparative Cognition (B, C). NS
224S. Timing and Time Perception (B, C). (QID) NS, R
225S. Ingestion: Behavior and Neurobiology (B). (QID) NS
232S. Advanced Seminar in Perception (C). NS
233S. Nature and Nurture in Animal and Human Development (B, D, P). (QID) NS, STS
234S. Advanced Personality (P). R, SS
249S. Anthropology and Psychology (C, P). CCI, SS
261S. Advanced Learning Theory (C). (QID) SS
264S. Gender, Hormones, and Health (P). (QID) CCI, SS, STS
284S. Feminist Theory and Methods in the Social Sciences (P). (QID) SS, STS
288S. Advanced Topics in Social Science and Law (P). SS

THE MAJOR
For the A.B. Degree

Major Requirements. Ten courses in psychology (eight of which must be at the level of 100 or above) are required for the major, which is devised to provide depth and breadth, a small group course in psychology, and familiarity with the quantitative techniques and methods used in psychology. For breadth, the student is required to take two introductory and survey courses including: (1) either 91 (Biological Bases of Behavior) or 92 (Cognitive Psychology), and (2) 97 (Developmental Psychology), or 99 (Personality and Social Behavior). These introductory and survey courses define four areas of concentration in psychology. For depth, the student is required to take at least two courses in one of these areas in addition to the introductory and survey course. For instruction in small groups, the student is to take at least one seminar (number 141S and above, including 200-level courses, but excluding the 181-185S methods courses). It is advisable that this seminar be in the student's area of concentration. For quantitative techniques used in psychology, the student is to take one of the following: Mathematics 136; Sociology 133; Statistics 101, 102, 103, 110, 112, 113, 210B, 213; or Psychology 117.
One of these courses will count toward the ten courses required of the major. Each student will be introduced to the methods used in psychology by taking one of the following courses: Psychology 101, or one of the laboratory courses, Psychology 181-185.

A student guidebook describing the curriculum in detail is available from the director of undergraduate studies. Of the ten psychology courses required for the major at least eight must be taken in the department at Duke; others, if approved, may count toward the 34 credits needed for graduation. Information is also available at http://www.psych.duke.edu.

For the B.S. Degree

As for the A.B. degree, with the following additions: (1) Mathematics 32 or equivalent; (2) six natural science courses in at least two of the following mathematics/natural science departments: mathematics (100-level or above, in addition to the Statistics requirement, above), computer science (100-level or above), chemistry, physics, biological anthropology and anatomy, and biology; (3) at least three of the six mathematics/natural science courses must be numbered 100 or higher; (4) at least one course that involves extensive laboratory or fieldwork (for example, experimental methods or independent research).

THE MINOR

Requirements. Five courses in psychology including the breadth requirement of two introduction and survey courses and the depth requirement of two more courses following one of these introduction and survey courses as described above for the major, plus one elective course numbered 100 or above.

SPECIAL OPPORTUNITIES

Neuroscience Concentration within B.S. Degree

Students completing a B.S. in psychology may elect to fulfill the requirements for a specialized concentration in neuroscience within the psychology major. Students in the neuroscience concentration will be expected to complete the following: the requirements for a B.S. major in psychology, the two introductory (core) course requirements (e.g., Psychology 91 and Psychology 135/Biology 154–prerequisites: Biology 25L and Chemistry 12L or 22L), and five elective courses to be selected from the list of approved neuroscience courses in their major. Independent Study (Psychology 191-194) is highly recommended for all participants in the program and may be counted toward completion of the elective requirements. Completion of that concentration would be indicated on the official transcript. For more information, students should contact the director of undergraduate studies in psychology or either of the program co-directors, Professor Warren Meck (psychology: experimental), e-mail: meck@psych.duke.edu or Professor Stephen Nowicki, e-mail: snowicki@acpub.duke.edu, consult the neuroscience program world-wide-web homepage at http://www.duke.edu/neurosci/, or obtain materials at the program office, Rm. 245 Sociology/Psychology.

Relation to Other Departments and Programs

Many psychology courses count toward certificates or concentrations in other areas as well as neurosciences and human development, for example: the certificate in early childhood education studies, the neuroscience certificate, the animal behavior concentration in the biology major, the human development program, and the primatology concentration in the biological anthropology and anatomy major.

Independent Study

A program of individualized readings or an empirical research project may be carried out by arrangement with a faculty supervisor and enrollment in Psychology 191-194. Psychology 103 (practicum) serves as an excellent introduction to independent study. A written plan of the program must be approved by the supervisor and the
director of undergraduate studies. At most only one of these independent study courses may count toward the area of concentration requirement, and only two may count toward the major.

Graduation with Distinction Program

The Graduation with Distinction Program is based on a special project, usually developed through participation in Independent Studies. The project may be a report of original empirical research, or it may be a critical analysis of a problem in the field both requiring a relevant literature review. The project is to be summarized in a carefully written thesis to be the subject of an oral examination. The opportunity to write a thesis and qualify for Graduation with Distinction is open to those majoring or minoring in Psychology. It is also open to students in Program II. Applicants must have an overall GPA of a 3.3 and a GPA in Psychology of 3.5 at the time of application to the program, and they must maintain this level of performance through graduation. Psychology minors and Program II must have 3.5 GPA in the major program of study.

An application to the Graduation with Distinction Program should be submitted no later than the registration period of the second semester of the junior year, with the expectation that at least two semesters will be devoted to the project.

Guidelines concerning Graduation with Distinction committees are as follows: 1) One member must be a core member of the Psychology faculty. 2) The second committee member must be either a core faculty member or hold a secondary appointment in Psychology. 3) The third committee member may be a graduate student, Psychology post doc or a faculty member who is not a member of the core or secondary appointment Psychology faculty.

Students who are accepted into the program should register for two of the courses listed 191 to 199 in two consecutive semesters. Ordinarily, the same mentor will serve in both semesters. However, those enrolled in the Howard Hughes Forum (Psychology 195) can count this course as one of the two required courses. Candidates for Graduation with Distinction may be asked to attend special seminars focusing on literature search, ethics in human and animal research, professional opportunities and other topics scheduled for them throughout the year. Near the end of the final semester, candidates should submit three copies of the thesis to their mentor. The mentor will then convene the faculty committee for an oral examination of the student and a decision as to whether the overall performance qualifies for Graduation with Distinction. An exceptional thesis combined with outstanding performance in Psychology may qualify a student for the Zener Award. Graduation with Distinction research projects will be displayed at the spring Psychology Research Poster Fair.

Public Policy Studies (PUBPOL)

Professor Jentleson, Chair; Associate Professor Conrad, Director of Undergraduate Studies; Professors Buchanan, Clotfelter, Cook, Dodge, Fleishman (law), Healy (environment), Hamilton, Janes, Keyssar (history), Kuniholm, Ladd, Mickiewicz, Price (political science), Schroeder (law), and Sloan (economics); Associate Professors Korstad, Hamilton, Mayer, and Peck; Assistant Professors Charney, Gibson, Kelley, Krishna, Stangl (statistics), Taylor, E. Vigdor, J. Vigdor, and Whetten; Professors of the Practice Brown, Glenday, Harris, Joseph, Kelly, Raspberry, Shukla, Spengler, and Tiffit; Associate Professor of the Practice Fernholz; Research Professors Cook-Deegan and Darity; Assistant Research Professors Conover and Taylor; Adjunct Associate Professor Moneta; Visiting Professors Ahearne, Felsman, and Lapp; Visiting Associate Professors Dobhammer, Krupp, and Leachman; Visiting Assistant Professors Sasser, Segal, and Schewel; Visiting Professor of the Practice Kelly; Emeritus Professor of the Practice Stubbing; Lecturers Blount, O’dor, and Payne; Part-time Lecturer Stevens; Visiting Lecturers Alden, Biwise, Dancy, Dodson, Dorsen, Emison, Emmett, Fernholz, Hart, Hartman, Healey, Jackson, Kaufman, Lowe, Moses, Montgomery, Okun, Prak, Rabiner,
A major is available in this department.

Courses in public policy are open to all students providing that any prerequisites are met.

49S. First-Year Seminar. Topics may vary each semester offered and are described in the First-Year Seminars booklet. Instructor: Staff. One course.


55D. Introduction to Policy Analysis. (QID) SS Basic concepts of analytical thinking including quantitative methods for assessing the probabilities of outcomes and appraising policy alternatives. Illustrated by problems faced by busy decision makers in government, business, law, medicine. Instructor: Hamilton, Kelley, Mayer, or Vigdor. One course. C-L: Health Policy

80. Introductory and Basic Topics in Public Policy. SS Topics vary each semester. Does not count for public policy studies major. Instructor: Staff. One course.

82. Public Speaking. W Develops key human dimensions of the communication process (voice, eye behavior, movement, gestures); identifies techniques for minimizing communication distractions; develops various styles of speech writing (research presentation, policy analysis, scientific presentation, lab report, among others); and explores medical research on speech anxiety as a component of social phobia. Does not apply toward public policy studies major. Instructor: O’Dor. One course.

100S. Children and the Experience of Illness. SS An exploration of how children cope with illness, incorporating the tools of documentary photography and writing. Students will work outside class with a child who is ill and teach them how to use a Polaroid camera, working towards an exhibit of photographs at the end of the semester. Permission required. No prerequisites. Instructor: Moses. One course. C-L: Documentary Studies


102. Duke Fall Semester Program: Berlin. CCI, SS One course. C-L: see Political Science 100A; also C-L: Comparative Area Studies

103. Undergraduates Internship Requirement. Field work in chosen policy area with preapproval of the Internship Coordinator. Must submit Approval Form, five page memo and Self Evaluation Form two weeks after internship ends. Prerequisites: 2 of the following courses, 55D, 110 or equivalent, 114, 116 and approval from Internship Coordinator.

104. Political Philosophy of Globalization. CCI, CZ, EI, SS One course. C-L: see Philosophy 137; also C-L: Political Science 152

104S. Medicine and the Vision of Documentary Photography. ALP One course. C-L: see Documentary Studies

105S. The Documentary Experience: A Video Approach. ALP, R, SS A documentary approach to the study of local communities through video production projects assigned by the course instructor. Working closely with these groups, students explore issues or topics of concern to the community. Students complete an edited video as their final project. Consent of instructor required. Instructors: Jackson or Hawkins. One course. C-L: Cultural Anthropology, Film/Video/Digital 104S, History 150BS, Political Science 156S, Documentary Studies 105S

107D. Environmental Politics and Policies in the Industrial World. CCI, EI, SS, STS One course. C-L: see Political Science 107D; also C-L: Comparative Area Studies
108. AIDS: Ethics, Policy, and Representation. EI, SS, STS One course. C-L: see Women's Studies 108; also C-L: Health Policy
109S. Children, Schools and Society. CCI, EI, SS, W One course. C-L: see Education 112S
110. Economic Analysis for Public Policy-Making. SS Application of microeconomic analysis to public policy areas, including agriculture, housing, taxation, and income redistribution. (Not open to students who have taken Economics 149, which also fulfills Public Policy Studies microeconomic requirement.) Prerequisite: Economics 55D or equivalent. Instructor: Clotfelter, Conrad, Cook, Krupp, or Ladd. One course.
111. Introduction to the United States Health Care System. SS Overview of the key health policy issues in the United States. Topics include: (1) sources of morbidity and mortality; (2) access to health care; (3) financing of health care including an overview of how health insurance works, Medicare and Medicaid and why there are uninsured persons and to what extent; (4) quality of health care; (5) the role of innovation in both treating disease and influencing costs; (6) mental health, including why drug and alcohol treatment is generally considered to be a mental health service; (7) the role of non-profit versus for-profit ownership of health care facilities and to what extent; (8) long term care; and (9) the impact of social phenomenon such as income inequality, social class and culture on health care. Instructor: Taylor. One course. C-L: Health Policy
113. The 1960S: History and Public Policy. CZ, R, SS One course. C-L: see History 113A
115. Introduction to North America. CCI, CZ, SS One course. C-L: see North American Studies 110; also C-L: History 108F, Political Science 119, Sociology 109
116. Policy Choice as Value Conflict. EI, SS Theoretical and practical problems in decision making in relation to conflicts of value and of interest. The manifestation of norms deriving from professional ethics, ideology, law, and other sources in such policy issues as welfare, environmental management, and national defense. Instructor: Blount, Charney, Korstad, or Payne. One course.
116D. Policy Choice as Value Conflict. EI, SS Same as Public Policy Studies 116 except instruction is provided in two lectures and one small discussion meeting each week. Instructor: Blount, Buchanan, Charney, Korstad, Payne, or Peck. One course.
117S. Media and National Security. SS, STS The influence of political leadership, organizational factors in media structures, and the roles and norms of journalists. Change in the definition of security and rationales for military intervention, especially since the end of the Cold War. Parallel changes in media technology introducing the capacity for unmediated, live diffusion of images and tension, conflict, and emergencies. The increasingly important relationship between information and security as seen in controversies surrounding the coverage of terrorism. Instructor: Mickiewicz. One course. C-L: Policy Journalism and Media Studies
118S. Television Journalism. SS Theories and concepts of television broadcasting; writing and editing for electronic media; issues of production. Consent of instructor required. Instructor: Staff. One course. C-L: Information Science and Information Studies, Policy Journalism and Media Studies
119S. Magazine Journalism. SS, W Storytelling techniques of magazine journalism; historical and contemporary writing for magazines; and visual impact in print. Students develop experience in different kinds of magazine writing, collaborate on a magazine produced by the class, contribute to campus publications. Consent of instructor required. Instructor: Bliwise. One course. C-L: Policy Journalism and Media Studies
120S. Newspaper Journalism. R, SS, W Seminar on reporting and writing news and feature stories for newspapers. Students required to produce actual news stories every week, based on original reporting and writing, including interviews, use of the Internet and electronic databases, public records, and written publications. Written assignments critiqued in class; final project. Consent of instructor required. Instructor: Rogerson. One course. C-L: Film/Video/Digital, Policy Journalism and Media Studies

121S. Reporting Public Policy. SS, W Covering government, politics, and legislation in an adversarial climate. The journalistic line between skepticism and cynicism, between analysis and editorializing; media conflicts of interest from corporate ownership and the impact of ratings and bottom-line considerations; standards of fairness, privacy and competition. Instructor: Tifft. One course. C-L: Policy Journalism and Media Studies

122. Who Owns the Press?. SS How media ownership has evolved from its political beginnings to family businesses, newspaper chains, international press barons, and cross-owning corporations; how recent consolidation of ownership has affected how news is selected, gathered, and disseminated; and what effect these developments have had on democratic institutions and what people know. Historical and analytical readings. Instructor: Tifft. One course. C-L: Markets and Management Studies, Policy Journalism and Media Studies

123S. Watchdogs and Muckrakers: Investigative Journalism & Public Policy. SS, W Historical as well as current examples of how the media have exposed and explained issues vital to the public; journalistic tools and hurdles such as anonymous sourcing, hidden cameras, disinformation, the Freedom of Information Act, and computer-assisted reporting. Instructor: Tifft. One course. C-L: Documentary Studies, Policy Journalism and Media Studies

125S. News as Moral Battleground. SS, W The difficulty of determining which value system to apply and how to apply it to such issues as covering the private life of politicians, breaking the law in pursuit of a story, and accommodating the desires of an audience that increasingly demands to be entertained as much as informed. Instructor: Tifft. One course. C-L: Documentary Studies, Policy Journalism and Media Studies

126. Information, Policy, and Ethics. EI, SS, STS The development of the Internet as a medium of communication and the policies and regulations that have emerged both internationally and nationally (in the United States). The political aspects of the access to information on the Internet and the more controversial issue of Internet content. Includes Internet monitoring project designed to encourage in-depth analysis in order to place the Internet in its historical context; contemporary political and social impacts of the Internet. Instructor: Rogerson. One course. C-L: Information Science and Information Studies, Policy Journalism and Media Studies

127S. The Press and the Public Interest. SS The press as it serves (or fails to serve) the interests of the people, the policymakers and opinion leaders and the various levels of government. The history of journalistic practice and expectation; the media's role in a series of more recent public controversies. Instructor: Raspberry. One course. C-L: African and African American Studies 126S, Policy Journalism and Media Studies

128. Microeconomic Policy Tools. (QID) SS Development and application of analytical economic tools in a policy environment. Emphasis on application of economic methods in a variety of policy settings and developing testable hypotheses that might be used to guide economic policy. Analytical topics include willingness to pay, derived demand, multi-market interactions, comparative advantage, investment analysis and decision making under uncertainty. Applications include tax analysis, including incidence, effective protection, shadow pricing, introduction to government expenditures, labor market policy, examples of regulation and pricing externalities. Prerequisite: Economics 55. Instructor: Staff. One course.

130S. Violence and the Media. EI, R, SS Theories from economics, political science, and law used to examine role of violence in the media. Emphasizes ethical and political
C-L: Policy Journalism and Media Studies

131S. Law, Culture, and the Russian Legal Tradition. CCI, CZ, EI, SS One course. C-L: see Russian 157S; also C-L: Comparative Area Studies

132S. Children on the Margins: A Documentary Approach. ALP, SS, W Exploration of selected issues related to "at-risk" children and adolescents. Study of contemporary and historical documentary and literary works on this topic. Impact of documentary work on policy and public opinion. Emphasis on required individual service-learning projects and weekly required documentary papers. Focus on integration of service experience with readings and class discussion. Consent of instructor required. Instructors: Felsman and Harris. One course. C-L: Documentary Studies

133. Globalizing Protest. CCI, CZ One course. C-L: see History 121A; also C-L: Political Science 160AD

136. Civic Participation and Community Leadership. EI, SS Explores ways in which value conflicts in local communities can affect civic participation and public policy design. By posing theoretical frameworks and case studies in which value differences either hinder or help public problem-solving efforts, asks students to analyze critically the ethical dimensions of decision making in a democratic society. Includes service learning projects. Instructor: Blount. One course.

137. Integrating Community and Classroom. EI, R, SS Interns integrate what they have learned from their summer work in community-based organizations with formal study of concepts of service, social change, citizenship, and leadership, researching a social policy issue identified as relevant to each student's community internship experience. Consideration of how lives of commitment to the common good are formed and sustained. Prerequisite: completion of Hart Leadership Program Summer Internship. Instructor: Blount. One course.

140S. Women as Leaders. SS Intellectual and experiential exploration of the theory and practice of leadership, with an emphasis on the special role gender plays. Topics include: authority, conflict, power, and an assessment of each student's potential for leadership. Small group work required. Instructor: Alden. One course. C-L: Women's Studies

143D. Environmental Politics Beyond Borders. CCI, EI, SS, STS One course. C-L: see Political Science 148D; also C-L: Comparative Area Studies, Health Policy

144S. Enterprising Leadership. EI, SS How leaders and their associates become social innovators in a variety of situations. Focus on enterprises that have strong social and commercial values. Social innovation theories and models, evaluation of social innovation situations, social innovator competencies, and personal values and traits. Ethics, character, and citizenship as important themes. Includes a personal social innovator plan, campus and community leadership projects, case discussions, and a ropes course experience. Consent of instructor required. Instructor: Brown. One course.

145. Leadership, Policy, and Change. EI, SS Ethical and practical issues of social and organizational change, including conflicts about power and authority, violence, gender, race, fairness, wealth and work. How imagination, fictional and historical narratives, anger, friendship, and teaching skills can be useful in working for change. Problems of group dynamics, integrity, responsibility, and self-understanding faced by those supporting or opposing changes. Instructor: Payne or Schewel. One course.

146. Leadership, Development, and Organizations. EI, SS Effective leadership processes in different types of organizations and situations. Focus on ethical leadership behavior. Topics range from ethics, citizenship, and the meaning of a great society to "defining moments" of individual ethical behavior in leadership situations. Course includes an important service learning project in Durham, along with reflection on the
ethical leadership experience. Instructor: Brown. One course. C-L: Markets and Management Studies

147. Environmental Politics and Policies in the Developing World. CCI, EI, SS, STS One course. C-L: see Political Science 147; also C-L: Comparative Area Studies, Health Policy

147D. Environmental Politics and Policies in the Developing World. CCI, EI, SS, STS One course. C-L: see Political Science 147D; also C-L: Comparative Area Studies

148S. Environmental Policy, Summer Internship. Pass/fail grading only. Includes seminar in Washington, DC, as a follow-up to Public Policy Studies 149. Half course or one course. Prerequisite: Public Policy Studies 149. Instructor: Staff. Variable credit.

149. United States Environmental Policy. EI, SS, STS, W An overview of the major environmental legislation in the United States. Topics include: air and water pollution, hazardous waste, agriculture, wildlife, and institutions. Political, economic, ethical, and scientific analysis. Consent of instructor required. Instructor: Miranda or Sasser. One course. C-L: Environment 149, Health Policy

150S. Policy, Philanthropy, and the Arts. SS Democratic and aesthetic values in relation to past and present patterns of public, corporate, and philanthropic support for the arts. The uses of art criticism and political theory in evaluating subsidies, grants, tax incentives, and censorship. Consent of instructor required. Instructor: Payne. One course. C-L: Markets and Management Studies

151. Administration of Justice. SS The history, structure, and function of the American legal system; emphasis on the courts as an institution for the resolution of disputes and administration of justice. Considers a variety of legal problems in both the criminal and civil law, examining policy choices that shape contemporary jurisprudence. Consent of instructor required. Instructor: Montgomery. One course.

152S. Administration of Justice, Summer Internship. Pass/fail grading only. Includes seminar in Washington, DC, or Research Triangle Park, NC, area as a follow-up to Public Policy Studies 151. Half course or one course. Prerequisite: Public Policy Studies 151. Instructor: Staff. Variable credit.


153S. Leadership, Ethics, and Drama. ALP, EI, SS Includes attending at least two plays or operas per week; study of the texts of several of these works, along with essays by philosophers and political theorists; regular discussions and weekly papers. Topics include dilemmas of individual choice and public choice, conflicts, conflicts of race and ethnicity, gender and sexuality, fairness and social injustice, loyalty and betrayal, and the moral and psychological dimensions of character. Instructor: Payne. One course.

154S. Free Press and Public Policy. EI, SS, W Explores the historical and philosophical underpinnings of freedom of the press and other facets of the First Amendment; the relationship between the press and public policy, legal and ethical issues faced by journalists, and problems in interpreting and applying First Amendment principles to evolving information technologies. Topics include libel, privacy, national security, free press/fair trial, and media responsibility. Consent of instructor required. Weekly papers required. Instructor: Stevens. One course. C-L: Film/Video/Digital, Policy Journalism and Media Studies

155S. Free Press and Public Policy, Summer Internship. Pass/fail grading only. Includes seminar in Washington, DC, as a follow-up to Public Policy Studies 154S. Half course or one course. Prerequisite: Public Policy Studies 154S. Instructor: Staff. Variable credit.

156. Health Economics. (QID) SS One course. C-L: see Economics 156; also C-L: Health Policy

158S. Health Policy, Summer Internship. Pass/fail grading only. Includes seminar in Washington, DC, as a follow-up to Public Policy Studies 157. Half course or one course. Prerequisite: Public Policy Studies 157. Instructor: Staff. Variable credit.

159S. State and Local Public Policy. SS How state and local governments pay for public services. Financing education and transportation programs, the use of municipal bonds for capital projects, the design of intergovernmental aid programs, and state and local tax policy. Consent of instructor required. Instructor: Clotfelter or Ladd. One course.

160S. Long Term Care Policy. SS The aging of the United States population, escalating expenditures, uneven managed care penetration in the Medicare and Medicaid markets, and unresolved public/private relationships; federal policy debates on social security and Medicare, state and local service strategies, and reform agenda for the future. Instructor: Taylor. One course.

161. Summer Internship. Internship course in Washington, DC, or Research Triangle Park, NC only. Counts toward thirty-four course credit requirement and continuation, but not for Public Policy major elective credit. Pass/fail grading only. Consent required. Prerequisite: Public Policy elective that integrates summer internship. Instructor: Staff. Half course.

162. Human Rights in Theory and Practice. CCI, CZ, EI, SS One course. C-L: see Political Science 162; also C-L: Philosophy 162, Documentary Studies

162D. Human Rights in Theory and Practice. CCI, CZ, EI, SS One course. C-L: see Political Science 162D; also C-L: Philosophy 162D

163S. Telecommunications Policy and Regulation. SS, STS Broadcast policies, the rise of cable television, spectrum allocation and authorization, and developments in common carrier telecommunications. Consent of instructor required. Instructor: Prak. One course. C-L: Film/Video/Digital, Information Science and Information Studies, Policy Journalism and Media Studies

164S. Telecommunications Policy, Summer Internship. Pass/fail grading only. Includes seminar in Washington, DC, as a follow-up to Public Policy Studies 163S. Half course or one course. Prerequisite: Public Policy Studies 163S. Instructor: Staff. Variable credit.

165. American International Economic Policy. CCI, SS, STS, W One course. C-L: see Economics 165; also C-L: Markets and Management Studies

166. The Insurgent South: Movements for Social Change Since the Civil War. CZ, SS Social movements in the South from Reconstruction to the present. Includes Populism, Women's Suffrage, the Interracial Movement, labor, civil rights, and post-1960s conservatism. Attention to public policy positions espoused by social movement organizations and activists. Lecture/discussion. Weekly writing assignments. Instructor: Korstad. One course. C-L: History 166A

167. International Policy. SS Relationships among organizations and agencies involved in international political and economic affairs, focusing on selected problems of international policy. Consent of instructor required. Instructor: Krupp, Kuniholm, Leachman, or Mayer. One course.

168S. International Policy, Summer Internship. Pass/fail grading only. Includes seminar in Washington, DC, as a follow-up to Public Policy Studies 167. Half course or one course. Prerequisite: Public Policy Studies 167. Instructor: Staff. Variable credit.
169A. United States Foreign Policy I: From World War II to Vietnam War. CCI, CZ, EI, SS Basic assumptions about international interests and purposes of United States foreign policy and the means by which they have been pursued from the origins of the Cold War to the war in Vietnam. Focus on crucial operational premises in the 'defining moments' of United States diplomatic history. Policy-making models, politics of foreign policy, global environment within which United States policy is made, and uses of history. Special attention to the origins of the Cold War and the Vietnam War. Instructor: Kuniholm. One course. C-L: History 167A

170S. Producing for the Theater. ALP One course. C-L: see Theater Studies 163S

173S. Race and Equity. SS Major historic efforts of the republic to establish legal equality for former slaves and their descendants— the Emancipation Proclamation, the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution. Modern-day controversies over race and equality. Efforts of Lyndon Johnson and Richard Nixon under the rubric of "affirmative action." Fair-employment approaches ranging from "casting a wider net" to "goals and timetables" to overt or tacit quotas as well as voter-equality schemes from at-large elections to racial "gerrymandering" to cumulative voting. Desegregation and integration as competing ideals; actual and proposed remedies for unfairness. Instructor: Raspberry. One course. C-L: African and African American Studies 177S, Policy Journalism and Media Studies

174. Separation and Inclusion. SS The history of the competing theories of separation and inclusion; focus on recent fragmentizing movements, including aspects of multiculturalism, feminism, and gay rights activism. Whether America is becoming disunited and, if so, whether the change is a temporary phase or a permanent transformation. Instructor: Raspberry. One course. C-L: African and African American Studies 179, Policy Journalism and Media Studies

175. Distributive Justice. EI, SS One course. C-L: see Political Science 175B

176S. American Communities: A Photographic Approach. ALP, CCI, SS Theory and practice of documentary photography. Students complete a documentary photographic study of a community outside the university. Study of the documentary tradition and classic documentary books while emphasizing the photographs produced by the students. Consent of instructor required. Instructor: Harris or Sartor. One course. C-L: Visual Arts 118S, Documentary Studies 176S, Film/Video/Digital, Policy Journalism and Media Studies

177S. Advanced Documentary Photography. ALP, SS An advanced course for students who have taken Public Policy Studies 176S or have had substantial experience in documentary fieldwork. Students complete an individual photographic project and study important works within the documentary tradition. Prerequisite: Visual Arts 118S, Public Policy Studies 176S, or consent of instructor. Instructor: Harris, Rankin or Staff. One course. C-L: Visual Arts 119S, Documentary Studies 177S, Film/Video/Digital, Policy Journalism and Media Studies

178. Comparative Health Care Systems. CCI, EI, SS The interaction of historical, political, economic, cultural, legal/ethical, and sociological factors in the organization and operation of health care systems. Emphasis on how cultural values penetrate the social institutions (politics, economics) that determine health care policies and their reception by societal members. Effects of social and technological change on health care systems, comparing their effects across societies with differing histories, cultural values, and economic systems. Major focus on United States, England, Sweden, and other Western societies. Instructor: Staff. One course. C-L: Sociology 171, Political Science 188, Canadian Studies, Comparative Area Studies, Health Policy

179S. Reinventing Age. A LP, SS A documentary photographic seminar about the lives of older Americans focusing on those working to benefit the larger society. An investigation of contemporary documentary, demographic, and literary studies related to the
rapid growth in the number of individuals over sixty-five years of age and the societal structures being developed to accommodate this growing population. Each student completes a photographic study related to the course theme. Consent of instructor required. Instructor: Harris. One course. C-L: Documentary Studies 179S
185D. Globalization and Public Policy. R, SS How the various aspects of globalization affect, and are affected by public policy at the international, national and local levels. Development of an analytic framework for thinking about globalization and its core concepts, major institutions and political dynamics; survey of a range of major policy areas affected by globalization; focus on a policy area of particular interest. Instructor: Jentleson. One course. C-L: Political Science 149D, Comparative Area Studies
186. Public Finance. (QID) SS One course. C-L: see Economics 187
189. Business and Government. (QID) SS One course. C-L: see Economics 189; also C-L: Markets and Management Studies
190. Internship. For students working in a public agency, political campaign, or other policy-oriented group under the supervision of a faculty member. Prior consent of assistant director of internships, placement, and alumni and director of undergraduate studies required. Pass/fail grading only. Instructor: Conrad. One course.
191. Independent Study. Supervised reading in a field of special interest under the sponsorship of a faculty member. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.
192. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.
195. Selected Public Policy Topics. SS Instructor: Staff. One course.
195S. Selected Public Policy Topics. SS Seminar version of Public Policy Studies 195. Instructor: Staff. One course.
195T. Selected Public Policy Topics. SS Tutorial version of Public Policy Studies 195, One course.
196. Offered in the Leadership in the Arts Program in New York City. Topics vary by section. Instructor: Staff. One course.
196S. Selected Topics. SS Instructor: Staff. One course.
196T. Selected Topics. SS Seminar version of Public Policy Studies 196. Instructor: Staff. One course.
199S. Senior Honors Seminar. R, SS, W Continuation of Public Policy Studies 198S. Consent of the honors seminar instructor and director of undergraduate studies required. Prerequisite: Public Policy Studies 198S. Instructor: Conrad. One course.
For Seniors and Graduates
202S. Policy Journalism and Media Studies. Capstone course for the Policy Journalism and Media Studies certificate. Includes an internship, followed by assignments designed to integrate the student's practical experience with the more conceptual and theoretical knowledge gleaned from the classroom. Students meet in formal course setting to discuss what they have learned, present examples of the work they have accomplished and write systematic paper covering what they have learned during the course of their participation in the certificate program. Requirements include a portfolio of print, audio or video clips resulting from the internship, a journal chronicling the internship experience, and a paper that synthesizes ideas and concepts learned in
coursework with the hands-on experience at the internship. Instructor: Staff. One course. C-L: Policy Journalism and Media Studies


216S. Economics of Education. (QID) SS One course. C-L: see Economics 216S

218. Macroeconomic Policy and International Finance. (QID) SS Survey of macroeconomic theory and analysis of policies designed to reduce unemployment, stimulate economic growth, and stabilize prices. Conventional monetary and fiscal instruments, employment policies, and new policies designed to combat inflation. Instructor: Staff. One course. C-L: Economics 218

221S. Media and Democracy. CCI, SS Examines the relationship between mass media and democracy in the United States, other developed democracies, and societies in transition. Seeks to explain how the media cover politics and public policy, examining the nature of media institutions, the economics of news production and consumption, and the strategic interplay of politicians, journalists, editors, and other actors who influence the content of news. Instructor: Mickiewicz. One course. C-L: Information Science and Information Studies, Policy Journalism and Media Studies

235S. Setting the National Agenda for the Twenty-First Century. R, SS Focus on the proper role of the federal government in the future. Includes individual student research, culminating in a major research paper and oral presentation, on one of the four main roles of the government: taxes, entitlements, defense, and domestic programs. Instructor: Stubbing. One course.

238. Public Budgeting and Financial Management. (QID) SS Fund accounting for government; techniques of financial analysis, including break-even analysis, cost accounting, cash-flow analysis, and capital budgeting; and governmental budgeting, including the budgetary process and reforms, and the budget crunch in the public sector. Instructor: Spengler. One course.

239. Nonprofit Leadership and Management. SS The impact of nonprofit organizations on public policy making; management and leadership skills for nonprofit organizations; laws affecting nonprofit organizations. Instructor: Staff. One course.

243S. Media in Post-Communist Societies. CCI, R, SS, STS Comparative analysis of role and impact of media in formerly Communist societies of Europe. Discussion of television and electoral process, dilemmas of newspaper sector, issues of privatization, new technology, and editorial autonomy. Develops understanding of relevant Soviet-era history and contemporary context of problems and prospects across a number of different countries, with special attention to Russia. Research paper. Instructor: Mickiewicz. One course. C-L: Political Science 276S, Comparative Area Studies, Information Science and Information Studies, Policy Journalism and Media Studies

251S. Regulation of Vice and Substance Abuse. R, SS, W The traditional vices of drinking, smoking, gambling, and the recreational use of drugs. Evaluation of government policy on these activities. The intellectual framework for evaluation drawn from economics, although readings refer to law, psychology, philosophy, and statistics. Instructor: Cook. One course. C-L: Economics 251S, Health Policy


255S. Health Policy Analysis. R, SS Group analysis of a current health-policy problem. Project involves background research, data acquisition, analysis, writing, and presentation of a substantial policy report. Designed for candidates seeking the
undergraduate certificate in health policy. Consent of instructor required. Instructor: Conover or Taylor. One course. C-L: Health Policy

257S. United States Policy in the Middle East. CCI, SS From World War II to the present with a focus on current policy options. Instructor: Kuniholm. One course. C-L: History 296S, Comparative Area Studies

258S. International Environmental Regimes. EI, SS, STS One course. C-L: see Political Science 271S; also C-L: Comparative Area Studies

260S. Science and Technology Policy. SS Review of major political, international, and technical factors which led to the current world leadership of the United States in research and development. Examination of trends in federal and industry funding. Reasons for the federal government funding research, ways federal funds should be allocated, relationships among industry, government, and academia. Several current policy issues selected for in-depth analysis. Instructor: Ahearne. One course. C-L: Information Science and Information Studies

261. Evaluation of Public Expenditures. (QID) SS Basic development of cost benefit analysis from alternative points of view, for example, equity debt, and economy as a whole. Techniques include: construction of cash flows, alternative investment rules, inflation adjustments, optimal timing and duration of projects, private and social pricing. Adjustments for economic distortions, foreign exchange adjustments, risk and income distribution examined in the context of present value rules. Examples and cases from both developed and developing countries. Instructor: Conrad. One course. C-L: Economics 261, Environment 272, Health Policy

262S. Seminar in Applied Project Evaluation. (QID) R, SS Initiate, develop, and perform a project evaluation. Range of topics include measuring the social cost of deforestation, the B1 Bomber, a child nutrition program, the local arts program. Prerequisite: Economics 285 or Public Policy Studies 261. Instructor: Conrad. One course. C-L: Economics 262S

263S. Public Health Issues: Prevention and Management. (QID) CCI, R, SS Focus on prevention of diseases and health problems; funding, policy, and management decision making. Overview of public health interventions and outcomes in United States, Europe, and less industrialized nations. Emphasis on understanding the social construction of race and ethnicity and the impact of socioeconomic variables such as race, ethnicity, gender, income and education on health. Public health perspective applied to such topics as: HIV/AIDS; teen pregnancy; cocaine use during pregnancy; infant mortality and low birth weight; violence; major causes of mortality in less industrialized countries; and role of public health in state and national health reform. Instructor: Whetten. One course. C-L: Health Policy

264. Advanced Topics in Public Policy. SS Selected topics. Instructor: Staff. One course.

264S. Advanced Topics in Public Policy. SS Selected topics. Seminar version of Public Policy Studies 264. Instructor: Staff. One course. C-L: Policy Journalism and Media Studies


266S. Media Policy and Economics. (QID) R, SS, STS Use of economics to examine the production and consumption of information in communications markets and impact of media on society. Topics include regulation of television/radio/newspapers, intellectual property and Internet, content diversity, and news markets. Instructor: Hamilton. One course. C-L: Economics 235, Policy Journalism and Media Studies
269S. The Regulatory Process. R, SS, STS Study of theories in economics, political science, and law to examine the structure, conduct, and performance of U.S. regulatory agencies. Emphasis on why decisions are delegated to agencies, the degree to which regulators behave strategically, and the impact of regulatory actions on society. Focus on political and economic roots of scientific and technological debates in regulatory policy. Required research paper on origins and effectiveness of a particular regulation. Instructor: Hamilton. One course. C-L: Political Science 268S

270S. History of Poverty in the United States. CCI, CZ, SS One course. C-L: see History 211S

271S. Schools and Social Policy. R, SS Overview and selected current policy issues related to K-12 education. Includes small-group research projects that require data analysis, literature searches, and interviews with education policy makers. Instructor: Ladd. One course.

272. Resource and Environmental Economics. SS One course. C-L: see Environment 270; also C-L: Economics 270, Health Policy

273S. Public Policy and African American Life. CCI, SS Race-based public policies and African American responses to these policies over the course of the twentieth century to the present; education, employment, housing, political participation, and social relations. The significance of race in the politics and policies of the United States; the legacy of twentieth-century racial policies. Instructor: Korstad. One course. C-L: African and African American Studies 273S

274. Resource and Environmental Policy. SS One course. C-L: see Environment 274; also C-L: Health Policy

278S. Race and American Politics. CCI, SS One course. C-L: see Political Science 278S; also C-L: African and African American Studies 278S

280S. Philanthropy, Voluntarism, and Not-for-Profit Management. EI, SS An examination of the role and functioning of the not-for-profit sector in relation to both the public sector and the private for-profit sector in dealing with significant social problems. Also taught as Law 585. Instructor: Fleishman. One course.

282S. Seminar in North American Studies. CCI, R Topics vary each semester. Also taught as North American Studies 283S. Instructor: Staff. One course.

283S. Congressional Policy-Making. SS One course. C-L: see Political Science 283S

284S. Public Policy Process in Developing Countries. CCI, R, SS How the distinctive characteristics of developing and transitional countries affect the patterns of public policymaking, especially in the areas of economic, environmental, and cultural policy. Examining cases from Latin America, formerly socialist countries, Africa, and Asia, through readings and student research papers, to illuminate both the commonalities and differences in how the policy process faces problems ranging from conservation to multilingualism. Instructor: Staff. One course. C-L: Political Science 284S, Comparative Area Studies, Latin American Studies

285. Land Use Principles and Policy. SS One course. C-L: see Environment 285

286S. Economic Growth and Development Policy. (QID) SS, STS, W Basic principles and policy issues in the study of economic growth and development. The roles of physical, natural and human capital, technological innovation, productivity improvements and institutions in explaining patterns and causes of variations in growth and development performance of countries. Effects on growth and development of many current policy issues including HIV-AIDS, financial crises, foreign aid and investment, debt burdens and forgiveness, corruption and governance. Prerequisites: Public Policy 110 or Economics 149. Instructor: Fernholz, Glenday, or Shukla. One course. C-L: Economics 286S, Comparative Area Studies, Latin American Studies
290S. Glasgow Seminar in Public Policy. CCI, R, SS. Analysis of the British political system and important public policy problems in Britain including: privatization, Britain and the European community, and economic and social policy. (Taught in Scotland.) Prerequisite: Public Policy Studies 55D, two of the core courses (Public Policy Studies 110, 114, or 116; or Statistics 101), and consent of director of undergraduate studies. Instructor: Staff. One course.

297. Marine Policy. SS, STS. One course. C-L: see Environment 276; also C-L: Political Science 264, Marine Sciences

COURSES CURRENTLY UNSCHEDULED

83S. Argumentation

100A. East Asian Political Economy: Institutions, Networks, and Politics. CCI, SS

107. Environmental Politics and Policies in the Industrial World. CCI, EI, SS, STS

112. Statistics and Public Policy. (QID)

124S. Immigration, Rights, and Citizenship. EI, SS

138S. Public-Private Leadership. EI, SS

139S. Business Leadership, Social Responsibility, and Public Policy. EI, SS

141. Social Policy in America. EI, SS

142S. Chinese Economy in Transition. CCI, R, SS

145D. Leadership, Policy, and Change. EI, SS

169B. United States Foreign Policy II: From Vietnam War to the Present. CCI, CZ, SS

187S. The Canadian Health Care System. EI, SS

242S. Chinese Economy in Transition. CCI, R, SS

259S. State and Local Public Finance. SS

265S. The Process of International Negotiation. SS

267S. Policy-Making in International Organizations. CCI, R, SS

275S. Seminar in Urban Politics and Urban Public Policy. EI, SS

THE MAJOR

The public policy studies major is an interdisciplinary social science program designed to provide students with the skills, analytical perspectives, and descriptive information needed to deal effectively with major contemporary social problems. The course of study familiarizes the student with the kind of contribution each of several disciplines (political science, economics, social psychology, applied mathematics, history, and ethics) can make to one’s understanding of a broad range of contemporary issues such as environmental policy, child and family policy, health policy, and international issues such as trade and conflict resolution. Opportunities are provided, both in the classroom and through field experiences, for students to integrate this material and apply it to the analysis of specific public policy issues.

Students majoring in public policy participate in a variety of learning experiences including seminars, lecture and discussion classes, individual study, policy workshops, and a required internship (see below). In addition, students are urged to participate actively in programs sponsored by the Sanford Institute of Public Policy to supplement material covered in class. As a matter of policy, students are asked to evaluate teaching and course content and are provided both formal and informal opportunities to shape the program and curriculum.

Prerequisites. Economics 55

Major Requirements. Public Policy Studies 55D, 114, 116, one course in Economic Policy within the Public Policy Department, Statistics 101, plus four 100/200-level elective courses; one of these must be a 200-level course. Political Science 138 is an acceptable substitute for Statistics 101. A satisfactory policy-oriented internship, approved by the department and enrollment in Public Policy Studies 103, a non credit, pass/fail internship course, is required.
INTERNSHIP PROGRAM

The Public Policy Studies internship program provides students with an opportunity to develop a basic understanding of one or more policy areas, to apply that understanding in an internship, and to return to the classroom to build on that knowledge and experience. A Handbook for PPS Undergraduate Internships, outlining all specific internships requirements, is available through the department.

Prior to beginning the internship, unless an exception is approved by the director of undergraduate studies, all Public Policy Studies majors must have completed Public Policy Studies 55D and two of the four core courses (Public Policy Studies 114, 116, one course in Economic Policy within the Public Policy Department, or Statistics 101 or equivalent). This requirement may be waived by the director of undergraduate studies for transfer students or others in unusual circumstances. The internship application process is completed during the fall and spring semesters of the junior year, with the guidance and assistance of the Public Policy Studies Internship Office. All internship applications must be approved by the Internship Office. Typically the internship is completed during the summer between the junior and senior year. In some cases the internship may be completed during the regular academic year, depending on the student's course load. Upon completion of the internship, students are required to submit a short policy paper analyzing some aspect of their experience.

Students may elect to complete either the academic concentration or the general policy internship option. Students choosing the academic concentration option enroll in a pre-internship course during the spring of the junior year in one of the following policy topic areas: administration of justice, international policy, environmental policy, state and local policy, free press and public policy, telecommunications policy, and health policy. The pre-internship course serves as preparation for the ten-week internship experience, which usually begins in late May or early June and runs through mid-August. Academic concentration internships are conducted in all policy areas in Washington, D.C. In addition, academic concentration internships in state and local policy and administration of justice are conducted in the Research Triangle Park area of North Carolina. Interns in each policy area are required to enroll in a summer seminar conducted on-site (either in Washington, D.C. or in the Research Triangle Park area). The summer seminar is taken on a pass-fail basis for either half or full course credit. Stipends are available for public policy studies majors participating in the academic concentration internship. Students receiving compensation from their internship employers are not eligible for the stipend.

Alternatively, students can design their own general policy internship, with the guidance and approval of the Public Policy Internship Office. There is no predesignated internship course in this case, but students are strongly encouraged to choose at least one course providing appropriate preparation for the summer experience. Likewise, there is no required summer seminar on-site, nor is there a stipend. General policy interns who wish to receive course credit can enroll in Public Policy Studies 190 on a pass/fail basis.

Public Policy Studies majors are strongly encouraged to take an advanced follow-up course that augments the knowledge gained from their internship experience.

Departmental Graduation With Distinction

For graduation with departmental distinction students are required to complete an honors seminar and an honors project. To be awarded distinction, a student must receive no less than an A- on the research paper and have a final 3.5 grade point average in the public policy studies major. If a student is judged to have done a clearly superior research project, as evidenced by a grade of A or A+, and if the 3.5 major grade point average requirement is met, Highest Distinction in Public Policy is
awarded. The proposed program of research must be approved in advance by the director of undergraduate studies.

**Religion (RELIGION)**

Professor Kort, *Chair*; Professor C. Meyers, *Director of Undergraduate Studies*; Professors Bland, Clark, Hillerbrand, Lawrence, E. Meyers, Sanders, and Van Rompay; Associate Professors Nickerson and Peters; Assistant Professors Jaffe and Prasad; Associate Research Professor Moosa. *Affiliated faculty:* Professors Aers (English), Beckwith (English), Ehrman (University of North Carolina at Chapel Hill), Ewing (cultural anthropology) and Surin (literature); Adjunct Assistant Professor Thompson (documentary studies)

A major or minor is available in this department.

Study in the Department of Religion arises from the recognition that religion, although it takes many forms, is a constitutive element of human existence individually and collectively. The curriculum is organized so that courses at the 40 level provide an introduction to the major religious traditions, those with significant representation and influence throughout the world. Courses at the 100 level include those which focus on specific traditions, texts, and contexts and those which deal with religious data from a theoretical perspective.

All introductory courses and courses at the 100 level, with the exception of those courses specially designated, are open to all undergraduates. Courses at the 200 level are open to upperclass students with the consent of the instructor.

1. Biblical Hebrew I. FL (Divinity School course open to undergraduates with consent of instructor.) Elements of phonology, morphology, and syntax. Exercises in reading and writing Hebrew. Course credit contingent upon the successful completion of Religion 2. Instructor: Staff. One course. C-L: Judaic Studies

2. Biblical Hebrew II. FL (Divinity School course open to undergraduates with consent of instructor.) Second half of Religion 1. Study of the weak verb; exegetical treatment of the Book of Jonah. Instructor: Staff. One course. C-L: Judaic Studies

40. Judaism. CCI, CZ, Introduction to Judaic civilization from its origins to modern times. Instructor: Bland, E. Meyers, or staff. One course. C-L: Judaic Studies, Women's Studies

41. Christianity. CCI, CZ, EI, Introduction to Christian doctrine, ritual, social organization and ethics in the past and present. Instructor: Hillerbrand, Moosa, Van Rompay, or staff. One course.

42. Islam. CCI, CZ, EI, Introduction to Islamic theology, practice, social institutions, and ethics in the past and present. Instructor: Lawrence, Moosa, or staff. One course.

43. Hinduism. CCI, CZ, EI, An exploration of the beliefs, ethics, everyday and ceremonial practices, philosophies, mythologies, and movements that are part of the aggregatesly-named religion of Hinduism. Instructor: Prasad or staff. One course.

44. Buddhism. CCI, CZ, EI, Introduction to Buddhist texts, beliefs, rituals, and ethics in the past and present. Instructor: Jaffe or staff. One course.

45. Religions of Asia. CCI, CZ, EI, Problems and methods in the study of religion, followed by a survey of the historical development, beliefs, practices, ethics, and contemporary significance of the Islamic religion and religions of south and east Asia. Instructor: Lawrence or staff. One course. C-L: Comparative Area Studies

48. Japanese Religions: Buddhas, Kanmi, and other Deities. CCI, CZ, EI, The various strands of Japanese religious life from prehistoric times until the present. Kami worship; primary denominations of Japanese Buddhism; Japanese Christianity; Confucianism; and the New Religious. The ethical, social, and political implications of these strands. Instructor: Jaffe. One course.
495. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.


72S. Seminar for First- and Second-Year Students. CZ Topics and instructors to be announced. Instructor: Staff. One course.

80. Approaches to Religion. CCI, CZ Introduction to influential methods and approaches in the academic study of religion, seeking to understand, examine, and evaluate influential conceptions of religion advanced by representatives of these methods. Instructor: Staff. One course.

100. The Old Testament/Hebrew Bible. CCI, CZ, EI Historical, literary, ethical, and theological investigations of the ancient Near Eastern context of Israelite religion and culture. Instructor: C. Meyers, E. Meyers, or Peters. One course. C-L: Judaic Studies

101A. Selected Studies in the Bible: Pentateuch. CCI, CZ, EI Analysis and interpretation of major themes and figures, with special consideration of the narratives dealing with ethics, human, and Israelite origins. Not open to students who have taken Religion 100. Instructor: C. Meyers or staff. One course. C-L: Judaic Studies


102. The New Testament. CCI, CZ, EI Examination of the major books of the New Testament, covering their contents, ethical implications, historical and social setting, authorship, date, and theology. Instructor: Sanders or staff. One course.

107A. Taoism and Chinese Religion. CCI, CZ, EI Introduction to Taoism, its texts, practices, and ethical implications in history and modern times in mainland China and Taiwan. Instructor: Nickerson. One course.

108. The Life and Letters of Paul. CCI, CZ, EI Paul's biography and character, the social and physical circumstances of his work, his thought, and its relationship to ancient Jewish and Hellenistic ethics and beliefs. Instructor: Sanders. One course.

109. Women in the Biblical Tradition: Image and Role. CCI, CZ, EI Women in ancient Israel, early Christianity, and early Judaism in their contexts in the Near Eastern and Greco-Roman worlds, with attention to the relation between textual depictions and social reality and to the ethical issues raised by the continuing authority of biblical texts for matters of gender. Sources include the Bible, images from art, and archaeological remains. Instructor: C. Meyers or staff. One course. C-L: Judaic Studies, Women's Studies

110. Religion in China. CCI, CZ Chinese religious traditions (for example, Taoist, Buddhist, Confucian, and popular) and their interrelationships from the Neolithic to the present. Mutual influences between religion and Chinese social, cultural, and political history. Instructor: Nickerson. One course. C-L: History 110A

111. The Historical Jesus. CCI, CZ, EI An investigation of what can be known about Jesus of Nazareth, his teaching about the kingdom of God and ethical behavior, his symbolic acts, and his cures. Principal attention given to the first three gospels, secondary attention to comparative material from the Jewish and Greco-Roman worlds. Instructor: Sanders. One course.

113. Gender and Expressive Culture in India. ALP, CCI, CZ One course. C-L: see Asian & African Languages and Literature Studies 139; also C-L: Cultural Anthropology 123, Comparative Area Studies, Women's Studies

114. T'ai Chi and Chinese Thought. CCI, CZ The philosophy, cosmology, and other aspects of traditional Chinese thought embodied in the martial art of T'ai Chi. Course
conducted through readings and lectures as well as actual movement praxis. Comparisons between Western bio-medical notions of the body and those implied by T’ai Chi and other facets of Chinese thought and practice, such as Chinese medicine. Instructor: Nickerson. One course. C-L: Dance 114

115AS. Transnational Buddhism in Asia and America. CCI, CZ An examination of Buddhism in Asia, Europe, and the United States from the mid-nineteenth century to the present. Emphasis on global exchanges that resulted in the emergence of Buddhism in the United States and Europe and the transformation of Buddhism in Asia. Instructor: Jaffe or staff. One course.

115BS. Buddhist Ethics. CCI, CZ, EI, W Survey of various Buddhist understandings of ethics, both classical and contemporary. How different Buddhist communities have responded to such ethical problems as the existence of evil, war, injustice, and suffering as well as contemporary Buddhist debates over abortion, ethnic fratricide, human rights, environmental problems, economic justice, and cloning. Instructor: Jaffe or staff. One course.

116A. Gender and Morality: Indian Perspectives. ALP, CCI, CZ, EI Explores articulations of morality in literary, philosophical, and everyday contexts of India and the Indian diaspora, with focus on gender. Relationships between ideological depictions of women across varied contexts and women's social lives. Gendered visions underlying personhood, duty, sexuality, family, community, and lifestyle. Readings from Hindu ethics, epic narrative, ethnography, fiction and poetry. Instructor: Prasad. One course. C-L: Women's Studies 112

117. Mahayana Buddhism. CCI, CZ Special features of the doctrine and practice of Buddhism in Tibet, China, Korea, and Japan, with an account of their origins in the Indian subcontinent. Instructor: Staff. One course.

119. Muslim World: Transformations and Continuities. CCI, SS One course. C-L: see Cultural Anthropology 126; also C-L: Comparative Area Studies, Women's Studies

120. History of the Christian Church. CCI, CZ, EI Crucial events, issues, structures, and writings that have shaped the Christian community and influenced Western civilization from the time of the early church to the present. Special attention to ethical themes such as human destiny, the "good life," reform and renewal that have been permanent elements in Christian history. Instructor: Hillerbrand. One course. C-L: History 156B

121. Roman Catholic Tradition. CZ History of the tradition from early days through the reforms of Vatican II with emphasis on the experiences of American Catholics, concluding with a discussion of current concerns about gender equality, sexuality, and the post-Vatican II crisis of authority. Instructor: Clark or staff. One course.

122. Understanding Evil. CCI, CZ, EI Examination of classical formulations for and responses to the problem of evil in diverse religious as well as in modern western literature, philosophy, and religious thought. Instructor: Staff. One course.

124. Religion in American Life. CZ, EI A historical survey, with emphasis on the ways that religious experiences, beliefs, and traditions have found expression in religious communities and institutions, and in American public life. Instructor: Staff. One course.


128. Christians in Crisis. CCI, CZ, EI Christian thought and debate on, and theological analysis of, such contemporary issues as abortion, creationism, homosexuality, liberation, poverty, racism, and sexism. Instructor: Staff. One course.

129. Religion and Science: Biology, Minds, and Souls. CCI, CZ, STS The diverse interactions of religion and science from the Renaissance to the present. The profound transformation of premodern science by seventeenth-century revolutions and
nineteenth-century discoveries; in turn, the transformation of society, including religion, by modern science. Some consideration of physics and astronomy, but major focus on the impact of Darwinian anti-teleology and modern biology, especially animal studies, on "natural theology" and traditional arguments from design. Thinkers to be considered include Francis Bacon, Montaigne, Spinoza, Thomas Huxley, Albert Einstein, and E. O. Wilson. Topics include evolution, human consciousness, human identity, and the human-animal boundary. Instructor: Bland. One course.

130. Late Antique Christian Art. ALP, CCI, CZ, W One course. C-L: see Art History 130; also C-L: Classical Studies 130, Medieval and Renaissance Studies 130

131. Sacred Space in South Asia. CCI, CZ Hindu, Jaina and Buddhist traditions, about notions of "sacred space" in South Asia, particularly India, and the South Asia diaspora: temple architecture, pilgrimage, festival and daily ritual, tourism, oral and written literatures, popular media, and performance. Topics include sacredness of the human body, domestic altars, temple complexes, religious processions, festivals and historic monuments. The contested social contexts and the politics of mapping and marking sacred sites. Instructor: Prasad. One course.

133. Classical Judaism, Sectarianism, and Early Christianity. CCI, CZ The emergence of ancient Judaism from late biblical times with the christianization of the Roman Empire by Constantine the Great. The variety of Judaism explored through the literature of the Dead Sea Scrolls, the New Testament, and paganism. The impact of Greco-Roman (Hellenistic) culture on all these traditions. Instructor: E. Meyers. One course. C-L: Judaic Studies

134. Jewish Mysticism. CZ, EI The main historical stages, personalities, texts, ethical doctrines, social teachings, and metaphysical doctrines from rabbinic to modern times. Instructor: Bland. One course. C-L: Medieval and Renaissance Studies 134C, Comparative Area Studies, Judaic Studies

136. Contemporary Jewish Thought. CCI, CZ, EI Modern Jewish thought from Mendelssohn to the present, with particular reference to the dynamics of emancipation, antisemitism, religious reform, Zionism, the rise of natural religion with its emphasis on the supremacy of ethics, and feminism. Instructor: Bland or E. Meyers. One course. C-L: Judaic Studies

138. Women and Religion in America. CCI, CZ Women's religious experience in America, from the lives of early American 'good wives' to the work of Catholic nuns in the nineteenth century and the spirituality of Jewish feminists in modern America, concluding with a discussion of contemporary issues, for example, feminist theology, sexuality, and admission of women to pastoral leadership. Instructor: Staff. One course. C-L: Women's Studies

140. Religions of India. CCI, CZ Major religious traditions of the subcontinent: Hinduism, Buddhism, Jainism, and Islam. Instructor: Lawrence, Prasad, or staff. One course.

146. Introduction to Islamic Civilization. CCI, CZ, EI First part of two-course sequence providing an extensive survey of Muslim peoples and institutions. The Middle Eastern origins and cultural attainments of medieval Islam. Instructor: Lawrence, Moosa or staff. One course. C-L: Cultural Anthropology 147, History 101G, Medieval and Renaissance Studies 146A, Comparative Area Studies, Information Science and Information Studies

147. Introduction to Islamic Civilization. CCI, CZ, EI Continuation of Religion 146. Instructor: Lawrence, or staff. One course. C-L: Cultural Anthropology 148, History 102G, Medieval and Renaissance Studies 147A, Comparative Area Studies

148. Alternative Religion in America. CCI, CZ Focus on both the historical development of particular traditions (for example, Mormon, Adventist, New Age) and general themes in American religious life (for example, relationship between religion...
and health, appeal of communitarian and millenarian movements). Instructor: Staff. One course.

151. Indian Dance and Hindu Cosmology. ALP, CCI, CZ One course. C-L: see Asian & African Languages and Literature Studies 151; also C-L: Dance 152

152A. Islamic Mysticism: Arabic (Western) Tradition. CCI, CZ, EI Doctrines and institutions of Sufism—an ascetical, socio-political, and ethical protest movement that affected the growth of Islam—in Spain, North Africa, and the Arab Middle East in the past and present. Instructor: Moosa or staff. One course. C-L: African and African American Studies 151, Medieval and Renaissance Studies 153A, Comparative Area Studies

152B. Islamic Mysticism: Perso-Indian (Eastern) Traditions. CCI, CZ, EI Teachings, texts, and institutions of Sufism as it expanded from Iraq and Iran to India and Indonesia, from twelfth to the twenty-first century. C-L: Comparative Area Studies. Instructor: Lawrence. One course. C-L: Comparative Area Studies

158. The Reformation of the Sixteenth Century. CCI, CZ, EI A survey of the changes in sixteenth-century European society, with particular reference to the continent, which grew out of the movement for religious reform and socio-political renewal. Focus on new developments in theology and religion and their relationship to society in such issues as the definition of a "good society," just war, and social justice. Instructor: Hillerbrand. One course. C-L: History 156A, Medieval and Renaissance Studies 156A

159. Ethical Issues in Early Christianity. CCI, CZ, EI Lecture version of Distinguished Professor Course 185S. Instructor: Clark. One course.

159S. Ethical Issues in Early Christianity. CCI, CZ, EI Investigation of two major transitions in the early Christian movement and their impact on the formulation of Christian ethics: Christianity's transition from a sect within Judaism to a Greco-Roman religious movement whose constituency came largely from the "pagan" world, and its transition from a sect in danger of persecution to a religion favored and supported by Roman imperial authorities. How these transitions are reflected in early Christian attitudes toward, and practices concerning, poverty and wealth, war and military service, marriage and sexuality, capital punishment, slavery, and other issues. Instructor: Clark. One course.

160. Religions of the African Diaspora. CCI, CZ, SS One course. C-L: African and American Studies 150, Cultural Anthropology 150, Comparative Area Studies

161A. West African Rootholds in Dance. ALP, CCI One course. C-L: see Dance 110A; also C-L: African and African American Studies 110A, Asian & African Languages and Literature Studies 110A, Cultural Anthropology 129A


161C. Dance and Dance Theater of Asia. ALP, CCI, CZ One course. C-L: see Dance 149; also C-L: Cultural Anthropology 149, Theater Studies 149, Asian & African Languages and Literature Studies 149

161D. Music in East Asia. ALP, CCI, CZ One course. C-L: see Asian & African Languages and Literature Studies 184; also C-L: Music 134

161E. Identity and Cultural History: The Ottoman Context. ALP, CCI, CZ, R One course. C-L: see Turkish 135; also C-L: Cultural Anthropology 152, History 141A

161F. Kundalini Yoga and Sikh Dharma. ALP, CCI, CZ One course. C-L: see Dance 155; also C-L: Asian & African Languages and Literature Studies 135

161G. History and Practice of the Dance and Dance-theatre of India. ALP, CCI, CZ One course. C-L: see Dance 147; also C-L: Cultural Anthropology 149B, Theater Studies 134, Asian & African Languages and Literature Studies 154

171. Religion and Society. CZ Introduction to the interface between religion and its social contexts. Issues such as social organizations, politics, systems of value, and the arts from a global and comparative perspective. Instructor: Staff. One course.


181. Ethical Issues in Social Change and Public Policy. CZ, EI American moral tradition and factors in social change in the normative analysis of public policy, with a consideration of specific ethical issues. Instructor: Staff. One course.

182. Medicine and Religion in American Society. CZ, EI, STS Religious, social, and cultural understandings of pain and suffering, disease, mental illness, sexuality and sexualities, abortion, and euthanasia. Close reading and interpretation of historical, scientific, and philosophical texts as well as various media and art forms. Instructor: Staff. One course. C-L: Health Policy.

183. Comparative Approaches to Global Issues. CCI, CZ, SS One course. C-L: see Comparative Area Studies 125; also C-L: Cultural Anthropology 125, History 137, Political Science 125, Sociology 125, Marxism and Society.

184. Religion and Film. CCI, CZ, EI A study of the relationship between motion pictures and religion. Focus on the comparative portrayal of organized religions; expressions of religious life; and religious topics, such as God, evil and morality, in both Western and non-Western films in which contemporary artists and intellectuals explore the challenges of modernity. Instructor: Hillerbrand. One course. C-L: Documentary Studies, Film/Video/Digital.

186. The Theology and Fiction of C. S. Lewis. ALP, CZ, EI A study of texts of cultural criticism, fantasy fiction, and theological and moral argument by C. S. Lewis, their dependence on the cultural situation in which they were deployed, and the reasons for their continuing force and wide appeal. Instructor: Kort. One course.

187. Atmosphere and Belief in Modern English Fiction. ALP The language of place and belief concerning the moral and spiritual effects of place-relations in modern English fiction. Instructor: Kort. One course. C-L: English 132B.


SPECIAL TOPICS, INDEPENDENT STUDIES, AND SMALL GROUP LEARNING EXPERIENCES

205. Special Topics in Writing. Various topics with diverse readings and intensive writing. Instructor: Staff. One course.

166. FOCUS Seminars. CZ Topics vary from semester to semester. Open only to students in the FOCUS Program. Instructor: Staff. One course.

185. Special Topics in Religion. Topics vary from semester to semester. Instructor: Staff. One course.

185S. Special Topics in Religion. Seminar version of Religion 185. Instructor: Staff. One course.

191A. Independent Study. Individual guided readings in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. For freshmen and sophomores with departmental approval. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

191B. Research Independent Study. Individual research and readings in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. For freshmen and sophomores with departmental approval. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

192A. Independent Study. See Religion 191A. For freshmen and sophomores with departmental approval. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

192B. Research Independent Study. See Religion 191B. For freshmen and sophomores with departmental approval. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

193A. Independent Study. See Religion 191A. For juniors and seniors with departmental approval. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

193B. Research Independent Study. See Religion 191B. For juniors and seniors with departmental approval. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

194A. Independent Study. See Religion 191A. For juniors and seniors with departmental approval. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

194B. Research Independent Study. See Religion 191B. For juniors and seniors with departmental approval. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

195S. Junior-Senior Seminars. Topics and instructors to be announced. Instructor: Staff. One course.

196S. Junior-Senior Seminars. Topics and instructors to be announced. Instructor: Staff. One course.

197. Honors Research. Course credit contingent upon successful completion of Religion 198. Consent of the director of undergraduate studies required. Instructor: Staff. One course.

198R. Honors Research. Continuation of, and required for credit for, Religion 197. Prerequisite: Religion 197. Consent of the director of undergraduate studies required. Instructor: Staff. One course.

For Seniors and Graduates


204. Origen. The systematic and apologetic writings of an important Alexandrian thinker and exegete of the third century. Instructor: Clark. One course. C-L: Medieval and Renaissance Studies 204

207. Hebrew Prose Narrative. Focus on the grammar, syntax, and prose style of classical Hebrew composition; a comparative reading of modern and precritical Jewish and Christian commentary. Readings spanning the spectrum from the early Hebrew

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210S. Spaces, Bodies, & Narratives: Mapping Religion in Colonial India. ALP, CCI, CZ, R How imperial cartography, understood as the mapping of territories, human bodies, cultural practices, and oral traditions, influenced mapping of religion in colonial India. Political and personal contexts of British and Indian-authored ethnographies, folklore collections, colonial census reports, and their impact on anthropological imagining of religion in South Asia. Instructor: Prasad. One course.

212S. Theorizing Religion. CCI, CZ, EL Late nineteenth- and twentieth-century theories, interpretations, and approaches to the study of religion. Instructor: Staff. One course.

215. Biblical Interpretation in Early Christianity. CZ, EL How early Christian writers of the second- mid-fifth centuries made meaning of the Scriptures in their own, postbiblical environments. Focus on the new historical, religious, and theological situations that required new readings of scriptural texts, the role of heresy and the ascetic movement in the development of biblical interpretation and canon development, and special problems that arose around these issues. Instructor: Clark. One course.


220. Rabbinic Hebrew. FL Interpretive study of late Hebrew, with readings from the Mishnah and Jewish liturgy. Consent of instructor required for undergraduates. Instructor: E. Meyers or staff. One course. C-L: Judaic Studies


227F. Exegesis of the Greek New Testament II: The Synoptic Gospels. Concentration on the "classical" methods of studying the first three gospels: source criticism, form criticism, and redaction criticism. Some attention to textual criticism. Students expected to become proficient in using the Greek synopsis. Prerequisite: two years of Greek or the equivalent. Also taught as New Testament 227F. Consent of instructor required for undergraduates. Instructor: Sanders. One course.

232S. Religion and Literary Studies. ALP Theories concerning the relation of religion to literary forms, particularly narrative. Instructor: Kort. One course.

233. Modern Fiction and Religious Belief. ALP, CCI A study of kinds of religious meaning or significance in representative American, British, and continental fiction of the first half of the twentieth century. Instructor: Kort. One course.

244. Archaeology of Palestine in Hellenistic-Roman Times. CCI, CZ, STS The study of material and epigraphic remains as they relate to Judaism in Hellenistic-Roman times, with special emphasis on Jewish art. Instructor: E. Meyers. One course. C-L: Judaic Studies

245. Special Topics in Religion. CZ Subject varies from semester to semester. Instructor: Staff. One course.

274A. Philosophies, Sciences, and Theologies of the European Enlightenment: Descartes to Kant. CCI Western theological thought since the Scientific Revolution, with emphasis on developments and movements that occurred in the seventeenth and eighteenth centuries. Descartes, Locke, Leibniz, Spinoza, Hume, Vico, Lessing, Herder, and Kant. Instructor: Surin or staff. One course.

275S. Topics in Early Christian and Byzantine Art. ALP, CCI, CZ One course. C-L: see Art History 233S; also C-L: Classical Studies 230S, Medieval and Renaissance Studies 233S

283. Islam and Modernism. CCI Cultural, religious, and ideological forces which shape Muslim responses to modernism. Instructor: Lawrence. One course. C-L: Comparative Area Studies

285. Freedom and Law. Lecture course will explore the centrality of freedom and law to doctrine of God as well as to the understanding of the human being and unfold their complex interrelationship in the traditions of theology and philosophy. Also taught as Christian Theology 285. Instructor: Huetter. One course.


COURSES CURRENTLY UNSCHEDULED

46. Religions of China and Japan. CCI, CZ, EI
71S. Seminar for First- and Second-Year Students. CZ
101C. Selected Studies in the Bible: Writings. CCI, CZ, EI
103. Islam in East and Southeast Asia. CCI, CZ, EI
104. Religion in the West. CZ
105. Religion in Greece and Rome. CCI, CZ, R
112. Muslim Minorities in Society: From Asia to America. CCI, CZ
118. Anthropological Approaches to Religion. CCI, SS
123. Issues in Early Christian History. CCI, CZ, EI
126. Russian Orthodoxy. CCI, CZ, EI
132D. Palestine in Late Antiquity. CCI
135. Jewish Religious Thought. CZ, EI
139. Women in Islam: Fact and Fiction. CCI, CZ, R
144. Introduction to the Civilizations of Southern Asia. CCI, CZ
145. Introduction to the Civilizations of Southern Asia. CCI, CZ
149. Introduction to Christian Theology and Ethics. EI
150. Mysticism. CZ
154. African American Religion and Identity. CCI, CZ, EI
155. Jewish Culture in the Mediterranean. ALP, CCI, CZ
165. Religion and Psychology. CZ, SS
174. Apocalypse Then and Now: Ancient and Modern Apocalypticism. CCI, CZ
175. Archaeology and Art of the Biblical World. ALP, CCI, CZ, EI
176. Principles of Archaeological Investigation. CCI, CZ, STS
177. Perspectives in Archaeology. CCI, CZ, STS
180. Ethical Issues in the Life Cycle. CZ, EI
189. Autobiography and Religious Identity. CCI
217. Islam and Islamic Art in India. ALP, CCI, CZ
218. Religions of East Asia. CCI
224A. Comparative Semitic I. FL
224B. Comparative Semitic II. FL
226B. Exegesis of the Greek New Testament (Romans). CZ, FL
229S. Old Church Slavonic. (QID) FL
230. Sainthood in Comparative Perspective. CCI, CZ, EI
231S. Seminar in Religion and Contemporary Thought. CCI, CZ
235. Heresy: Theological and Social Dimensions of Early Christian Dissent. CCI, CZ
239. Introduction to Middle Egyptian I. FL
240. Introduction to Middle Egyptian II. FL
241. Classical Islamic Theology and Ethics. CZ, EI
243. Archaeology of Palestine in Biblical Times. CCI, CZ, STS
253. Feminist Theory and the Study of Christianity. CZ, EI, STS
254. Justice, Law, and Commerce in Islam. CZ, EI
258. Coptic. FL
261. Islam in the African American Experience. CCI, CZ, EI
262. Special Topics in Gender and Religion. CZ, R
264. The Sociology of the Black Church. CCI
274B. Philosophies, Sciences, and Theologies after the European Enlightenment: Schleiermacher to Troeltsch. CCI
277. Judaism in the Greco-Roman World. CCI
280. The History of the History of Religions
284. The Religion and History of Islam. CCI, CZ, R
288. Buddhist Thought and Practice. CCI, EI
297. Philosophical and Theological Discourses on Modernity

THE MAJOR

Major Requirements. Ten courses, at least eight of which must be at the 100-level or above, including a small group learning experience— a junior-senior seminar, a 200-level course, Religion Department independent study, or a Religion Department departmental honors project, or the Colloquium for Majors (Religion 199). The student, in consultation with an assigned advisor and with the advisor’s approval, will select at least one course apiece for each of three different religions and will choose a set of four courses which constitute a thematic or methodological focus on a particular aspect of religion. Only two approved study abroad courses can count towards the major. Only one Divinity School course can count towards the major, and that course cannot be equivalent to a course offered by the Department of Religion. The director of undergraduate studies will identify Divinity School courses that may count toward the religion major.

Departmental Graduation With Distinction

The Department of Religion has a program for Graduation with Distinction (see the bulletin under that heading). This program is intended for the outstanding religion major who has demonstrated the desire and talent to pursue independent research. The student, under supervision by an advisor, will produce a thesis of exceptional quality.

THE MINOR

Minor Requirements. The religion minor offers students specializing in another department or program the opportunity to enrich their studies with a wider perspective in religions. The requirements consist of a minimum of five religion courses, at least four of which must be at the 100-level or above. Only one approved study abroad course can count towards the minor. Only one Divinity School course can count towards the minor, and that course cannot be equivalent to a course offered by the Department of Religion. The director of undergraduate studies will identify Divinity School courses that may count toward the religion minor.
Foreign Languages

To prepare for graduate or professional study of religion, the department recommends that students complete at least four courses in college level study, or the equivalent, of a foreign language. Master of Arts and Doctor of Philosophy programs often require examination in one or two foreign languages. Students planning to attend a theological seminary should note that knowledge of biblical languages, as well as Latin, frequently is presupposed or required. Those planning to pursue studies of Asian religions should begin appropriate language study as part of their undergraduate preparation.

Romance Studies (ROMST)

Professor Greer, Chair; Associate Professor of the Practice Damasceno, Director of Undergraduate Studies; Research Professor Keineg, Associate Director of Undergraduate Studies for French; Professors Bell, Finucci, García-Gómez, Jameson, Kaplan, Longino, Mignolo, Moi, Moreiras, Orr, Stewart, and Thomas; Associate Professors Hardt, Nougues, Sieburth, Solterer, and Vilarós; Assistant Professors Adrian, Dainotto, Gabara, Jonassaint, Schachter, and Viego; Professor of the Practice and Director of French Language Program Tufts; Assistant Professor of the Practice and Director of the Spanish Language Program Paredes; Assistant Professor of the Practice and Director of the Italian Language Program Fellin; Research Professor Dorfman; Adjunct Associate Professor Byrd

Majors (in French Studies, Italian Studies, and Spanish) and minors are available in this department.

Prerequisites for all courses numbered 100 or above not taught in English:

Courses: French 15 or Spanish 14 and placement exam
Italian 22
French, Italian, Spanish 76
Portuguese 63 or 76, or consent of instructor

or SAT II: French: score of 640+
Spanish: score of 660+

or AP: French or Spanish literature exam: score of 4 or 5
French or Spanish language exam: score of 5

Students may submit AP scores for credit as well as placement in French or Spanish.

Credit is awarded as follows:
1 credit for French or Spanish 76 for a score of 4 or 5 on AP literature exam
1 credit for French or Spanish 76 for a score of 5 on AP language exam

Students who by reason of foreign residence have advanced proficiency in French, Italian, Portuguese, or Spanish must be placed by the director of undergraduate studies.

FRENCH (FRENCH)

1. Elementary French 1. FL Introduction to the essential elements of French language and aspects of French/ Francophone cultures. Open to students who have never studied French before, or to those who have not studied French more than two years in high school. Practice in understanding, speaking, reading, and writing the language. Includes computer, video, and audio labs. Five class meetings a week. Instructors: Tufts and staff. One course.

2. Elementary French 2. FL Continues work on the essential elements of French language and aspects of culture. Aural comprehension, speaking, reading, and writing activities receive equal attention. Requires work in the language and computer laboratory. Classes conducted in French. Open only to students who have a SAT II French score no higher than 420-480, or who have studied French for no more than three years in high school. Five class meetings a week. Instructor: Tufts and staff. One course.

14. Intensive Elementary French. FL Covers the basic elementary French language curriculum (French 1-2) in one semester. Not open to students who have studied French
for more than two years pre-college. Practice in understanding, speaking, readings, and writing French, and an introduction to some aspects of French/francophone cultures. Computer, video, and audio laboratory work required. Eight class hours a week. Instructors: Tufts and staff. Two courses.

15. Intensive Intermediate French Language and Culture. FL Covers the intermediate French language curriculum (French 63, 76) in one semester. Increased attention to grammatical variety and accuracy; guided writing practice; development of second language reading skill with increasing emphasis on critical analysis of cultural and literary texts. Resources include audiotapes, computer tutorials, videotapes, and French language websites. Six class hours a week. Prerequisite: French 1-2 or 14 at Duke, or SAT II score of 490-580, or AP Language Test score of 3 in French, or consent of director of language program. Instructors: Tufts and staff. Two courses.

63. Intermediate French Language and Culture. CZ, FL The first half of the two-semester program of intermediate French. Review of basic grammar; introduction to second language reading as a process; emphasis on understanding the cultural implication of written and visual texts; guided writing practice. Resources include audiotapes, computer tutorials, and videotapes. Prerequisite: French 2 or 14 at Duke, or SAT II score of 490-580, or AP Language Test score of 3 in French. Instructors: Tufts and staff. One course.

76. Advanced Intermediate French Language and Culture. CZ, FL The second half of the two-semester program of intermediate French. Focus on building higher proficiency levels in all four skills. Intensive grammar review during first five weeks of course, followed by daily reading and in-class discussion of texts of varying lengths and styles which increase in difficulty as the semester progresses. Guided essay writing on topics related to the readings and discussion. Prerequisite: French 63 at Duke, or SAT II score of 590-630, or AP Literature Test score of 3, or an AP Language Test score of 4. Instructors: Tufts and staff. One course.

100. Cultural and Literary Perspectives. CCI, FL Designed to give students leaving intermediate French the reading and writing skills necessary to enter 100-level courses in French studies. A close reading of cultural and literary texts which focus on themes such as daily life, philosophy, art, etc. Instructor: Staff. One course.

101. Advanced French Language/Writing Workshop. CCI, FL, W Development of competence in written expression in French, with special emphasis on stylistic variations, lexical nuances, and complex grammatical structures. Practice of different forms of French rhetoric and different styles in creative, argumentative, and analytical writings through literary, journalistic, historical, and philosophical texts. Revision and rewriting, with focus on in-class analysis and critique and individual conferences. Prerequisite: French 76, or AP Language Test score of 5, or AP Literature Test score of 4 or 5, or equivalent. Instructors: Tufts and staff. One course.

103B. Advanced Expression. CCI, FL Intensive practice in speaking and writing. Offered only in the Duke in France Program. Instructor: Staff. One course.

104S. French for Current Affairs. CCI, FL Changes and controversies in today's France. Readings, discussions, and exposés. Instructor: Keineg or staff. One course. C-L: Comparative Area Studies


108. Advanced Translation and Stylistics. CCI, FL Cultural and social difference between French and English patterns in written and oral expression. Extensive practice in actual translation of different types of texts. Stylistic exercises. Prerequisite: French 101 or equivalent or consent of instructor. Instructor: Thomas or staff. One course. C-L: Linguistics 121
109S. French for Business. CCI, FL Current issues in French business and commerce. Not open to students who have taken the course as French 113S. Instructor: Staff. One course.

111. Introduction to French Literature I. ALP, CCI, FL Major writers of the French literary tradition from the Middle Ages to the eighteenth century. Poetry, fiction, theater, and essay. Conducted in French. Not open to students who have taken the course as French 101. Instructor: Staff. One course. C-L: Medieval and Renaissance Studies 111C

112. Introduction to French Literature II. ALP, CCI, FL Major writers of the French literary tradition in the nineteenth and twentieth centuries. Poetry, fiction, theater, and essay. Conducted in French. Not open to students who have taken the course as French 102. Instructor: Staff. One course.

113. French Civilization. CCI, CZ, FL An exploration of what it means to be French, with a special emphasis on the period starting with the French Revolution. Not open to students who have taken French 139. Instructor: Keineg. One course. C-L: Comparative Area Studies

114S. Discussions of Readings. ALP, CCI, FL A literary, cross-cultural critique focusing on specific topics to be announced. Open only to freshmen and sophomores. May be repeated. Instructor: Staff. One course.

115. Topics in French Thought and Culture from the Middle Ages to 1900. CCI, CZ, FL Topics such as class and social relationships; the nation and centralization; authority and the state; the rise of public education; language and centralization; history of ideas and mentalities; film and media. Readings in French from documents. May be repeated. Instructor: Staff. One course.

116. Topics in Modern French Thought and Culture: 1900 to the Present. CCI, CZ, FL Topics such as racism, colonialism and its aftermath; postwar ideology; women's movement; communication development; elitist technology; community and privacy; environmental issues. May be repeated. Instructor: Staff. One course.

120. Topics in French Literature and/or Culture. ALP, CCI, CZ Topics to be announced. Taught in English. Instructor: Staff. One course.

124A. Topics in French Literature and/or Culture Abroad. ALP, CCI, CZ Topics to be announced. Taught in English. Instructor: Staff. One course.

130. Comics and Culture: Images of Modern France in the Making. CCI, FL An investigation of the French comic strip over the last century from a historical, sociological, and technical perspective. Topics include political satire, Nazi propaganda, regional and national stereotypes, the role of women, and the influence of cinema and television. Readings include original works, interviews, critical articles, and related historical cultural, and technical studies. Instructor: Tufts. One course.

136A. Topics in French and/or Francophone Culture Abroad. CCI, CZ, FL Topics may vary. Instructor: Staff. One course.

137. Aspects of Contemporary French Culture. CCI, CZ, FL Cultural questions that are associated with contemporary France. French urbanism, mentalities, habits, and social rituals as they appear to be different from American practices. Topics to be announced. Offered only as part of the summer program in Paris. Instructor: Staff. One course. C-L: Comparative Area Studies

140. France in the Making: Language, Nation, and Literary Culture in Premodern Europe. CCI, CZ, FL Fifteenth-century France, a transitional world where a national language was crystallizing, ideas and images of French sovereignty were taking shape, and literature became a state affair. Urban theater, political polemics, Joan of Arc, courtly culture. Instructor: Solterer. One course. C-L: Medieval and Renaissance Studies 140A, Comparative Area Studies
141S. French Literature. ALP, CCI, FL A cross-cultural analysis focusing on specific literary or cultural French or Francophone topics to be announced. Open to juniors and seniors. May be repeated. Instructor: Staff. One course.

142S. French Literature. ALP, CCI, FL Topics to be announced. Open to juniors and seniors. May be repeated. Instructor: Staff. One course.

143. Aspects of French Literature. ALP, CCI, FL Concentration on single authors, genres, movements, or themes. Topics to be announced. Offered only as part of summer program in Paris. Instructor: Staff. One course.

145S. Topics in Renaissance Literature and Culture. ALP, CCI, FL Topics may include: women writers, love and death, the Wars of Religion, identity and alterity, travel literature, the new world. Instructor: Schachter. One course. C-L: Medieval and Renaissance Studies

149. Topics in Seventeenth-Century French Literature. ALP, CCI, R Readings from philosophers, poets, moralists, historians, travelers, novelists, and letter writers. Topics include taste, science, religion, love, death, and autobiography as contextualized through documentary research projects. Instructor: Longino. One course.

150S. The French Philosophical Tradition. ALP, CCI, FL This course is based on the long-standing connection between literature and philosophy in French culture. It will focus on writers who were also philosophers and on philosophers who had a major influence on the literary world. Although many writers expressed their philosophical views through fiction, the emphasis here will be on non-fictional writings. Readings will encompass a wide variety of religious, social, moral, and political philosophy via the works of such writers as Montaigne, Descartes, Pascal, Montesquieu, Diderot, Rousseau, Comte or Saint-Simon, Taine, Zola, Bergson, Sartre. In French. Instructor: Stewart or staff. One course.

151. French Comedy. ALP, CCI, FL The theatrical tradition of comedy and its evolution, with emphasis on Molière, Marivaux, and Beaumarchais, and other readings from Pathelin to Ionesco. Introduction to theory of comedy from Moliere to Freud. Instructor: Stewart. One course.


155. The Age of the Novel. ALP, CCI, FL Flaubert, Balzac, and Stendhal. Instructor: Bell or Orr. One course.

157S. Contemporary French Fiction. ALP, CCI, FL Novels published in France during the past decade. Fashions, fads, new trends, succés de scandale, and prize winners. Instructor: Kaplan. One course. C-L: Women's Studies


159. Topics in Sexuality and Gender Studies. ALP, CCI, EI, FL Differences redefined and questioned in terms of the relationship between sexual identity, social ethos, and ethical conventions. Works may be by women or men writers, critics, sociologists, and thinkers from France and francophone countries and including historical points of view. Instructor: Staff. One course. C-L: Women's Studies

Romance Studies (ROMST) 463
163. World War II and French Film. CCI, CZ, FL Film scripts, memoirs, novels, political and social history, and cinematic technique that inform the viewing of French films on World War II. Possible films to be viewed: Clément's *Jeux interdits*, Malle's *Au revoir les enfants* and *Lacombe Lucien*, Miller's *L'accompagnatrice*, Yanne's *Boulevard des hirondelles*, and Lanzmann's *Shoah.* Instructor: Orr. One course.

164. French Cinema. ALP, CCI, FL Historical overview of French cinema from the beginning of the sound period (1930). Films by directors such as Clair, Renoir, Carné, Godard, Truffaut, and Varda. Readings in the theory of cinema by French theorists. Analysis of the position of French cinema within European and American cinema traditions. Instructor: Bell. One course. C-L: Film/Video/Digital

168S. Francophone Literature. ALP, CCI, FL Modern literature in French from French-speaking Africa and the French Caribbean. Topics include tradition and modernity; colonization, cultural assimilation, and the search for identity; and women in changing contexts. Prerequisite: good knowledge of French. Instructor: Jonassaint. One course. C-L: African and African American Studies 138S, Asian & African Languages and Literature Studies 168S, Canadian Studies, Comparative Area Studies, Latin American Studies

169. The Contemporary Novel in French Canada. CCI, FL Major trends in the novel since World War II: social revolt, proletarianism, political and religious liberation, and rejection of the past. Instructor: Keineg. One course. C-L: Canadian Studies, Comparative Area Studies

170. Contemporary Culture Wars. CCI, CZ, EI, FL Fiction, film, and essays that deal with the thorny, deep-seated problems in French and global culture; e.g., immigration, second and third generation Franco-Arab citizens (Beurs), France's view of U.S. culture, global AIDS, female circumcision, regional separatism, "ethnicities," marriage, adultery, divorce. Instructor: Orr. One course.

191. Research Independent Study. R Individual research in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open only to qualified juniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

192. Research Independent Study. R See French 191. Open only to qualified juniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

193. Research Independent Study. R See French 191. Open only to qualified seniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

194. Research Independent Study. R See French 191. Open only to qualified seniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

195. Topics in French Literature and Culture. ALP, CCI, FL Topics to be announced. (Offered only in the Duke-in-France Program.) Instructor: Staff. One course.

196A. Advanced Topics in French and/or Francophone Literature/Culture Abroad. ALP, CCI, FL Topics may vary. Instructor: Staff. One course.

199. Honors Thesis. R Preparation and writing of research paper for "departmental distinction." Consent of both the instructor and the director of undergraduate studies required. See section on honors in Bulletin. Instructor: Staff. One course.

200S. Seminar in French Literature. ALP, CCI, FL Cross-cultural analysis of literary and cultural topics focusing on specific objects of inquiry. May be repeated. Instructor: Staff. One course.

212. Structure of French. (QID) FL Modern French phonology, morphology and syntax. Pragmatic interpretation of the current modes of use, including language levels,
situationism, and interrelations. Readings in current linguistic theory. Instructor: Thomas. One course. C-L: Linguistics 221

240. Medieval Narrative. ALP, CCI, FL. The literatures and cultures of premodern France. Introduction to vernacular languages. Topics include literacy, orality, the experience of allegory, fictionality, the uses of the past. Major writers include Chrétien de Troyes, troubadours and trouvères, Guillaume de Machaut, Christine de Pizan, Alain Chartier. Instructor: Solterer. One course. C-L: Medieval and Renaissance Studies 240

247. Early Modern Studies. ALP, FL, R. Pursuits of knowledge and the shaping of the individual. Literature of travel, science, sexuality, meditation, worldliness, theater, politics by well known and lesser known authors of seventeenth-century France. Genres may include fables, letters, memoirs, sermons, treatises, novels, plays. Instructor: Longino. One course. C-L: Medieval and Renaissance Studies 249


256. Modern Literature and History. ALP, CCI, CZ, FL. The interaction of history and literature in a particular period, for example: the occupation of France, the French Revolution. Problems of interpretation, historical memory, social identity, and narrative. Instructor: Kaplan, Orr, or staff. One course. C-L: History 256, Comparative Area Studies


COURSES CURRENTLY UNSCHEDULED

49S. First-Year Seminar
103A. Advanced French Language Abroad. FL
117S. Contemporary Ideas. CCI, CZ, FL
131S. French in the New World. CCI, EI, FL, SS
144. Medieval Fictions. ALP, CCI, FL
146S. Montaigne and Friends. ALP, CCI, FL
147. Seventeenth-Century Fictions of Women. ALP, CCI, FL
148. Topics in Seventeenth-Century French Theater. ALP, CCI, FL
154S. Upheavals That Made Modern France. CCI, CZ, FL
162. French Drama of the Twentieth Century. ALP, CCI, FL
165. French Existentialism. CCI, CZ, EI, FL
166. Contemporary French Life and Thought. ALP, CCI, FL
167. Contemporary French Life and Thought
211. History of the French Language. (QID) FL
223. Semiotics for Literature. ALP, CCI, FL
258. The Narrative of Social Crisis. CCI, FL
261. French Symbolism. ALP, EI, FL
264. Contemporary French Poetry. FL, R
265. French Literature of the Early Twentieth Century. ALP, FL, R
266. French Literature of the Mid-Twentieth Century. FL, R
267. Writers, Artists, and Intellectuals in Twentieth-Century France. ALP, FL, R
281. Paradigms of Modern Thought. ALP, FL, R
290S. Studies in a Contemporary Figure. FL

ITALIAN (ITALIAN)

1. Elementary Italian 1. FL. Introduction to Italian language and culture. Aural comprehension, speaking, reading, and writing skills. Conducted in Italian. Computer,
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video and audio labs. Not open to students with prior knowledge of Italian. Five class meetings a week. Instructor: Fellin and staff. One course.

2. Elementary Italian 2. FL Italian 2 develops and expands skills acquired in Italian 1: aural comprehension, speaking, reading and writing. Conducted in Italian. Computer, video and audio labs. Five class meetings a week. Prerequisite: Italian 1 or placement through the Director of the Italian Language Program. Instructor: Fellin and staff. One course.

11. Italian for Beginners. FL Practice in understanding, speaking, reading, and writing. (Taught in Duke-administered programs in Italy.) Placement tests administered to returning students intending to continue in Italian language studies. Instructor: Staff. One course.

21. Accelerated Elementary Italian. FL Covers the elementary Italian Language curriculum (Italian 1-2) in one semester. Development of understanding, speaking, reading, and writing skills. Introduction to aspects of Italian life and culture. Five class meetings a week. Instructors: Fellin and staff. One course.

22. Accelerated Intermediate Italian. CZ, FL Covers the intermediate Italian Language curriculum (Italian 63 and 76) in one semester. Attention to vocabulary development and grammatical accuracy. Writing practice and development of reading skills with emphasis on analysis of cultural and literary texts. Prepares students to enroll in courses at the 100 level. Five class meetings a week. Prerequisite: Italian 21 or consent of the Italian Language Program Director. Instructor: Fellin and staff. One course.

63. Intermediate Italian. CZ, FL Content-based approach focusing on aspects of Italian culture and contemporary society. Focus on the development of second language reading skills; review of grammar; practice in understanding, speaking and writing. Literary and cultural texts taken from a variety of media. Instructors: Fellin and staff. One course.

76. Advanced Intermediate Italian. CZ, FL Further development of the four language skills practiced in Italian 1-63. Increased attention to grammatical accuracy and vocabulary development; guided writing practice and development of second language reading skills with emphasis on analysis of cultural and literary texts. Prepares students for 100 level Italian courses. Instructors: Fellin and staff. One course.

101. Writing Workshop in Italian. CCI, FL, W Development of composition tasks related to expository and other forms of writing. Focus on grammatical skills, conventions, and rhetorical techniques for organizing information. Substantial work on the development of writing strategies (vocabulary, editing, revising, and rewriting) through several short papers and a final long paper. Prerequisite: Italian 76, 22 or consent of the Italian Language Program Director. Instructor: Fellin and staff. One course.

103. Topics in Italian Culture. ALP, CCI, FL Practice in understanding, speaking, reading, and writing Italian with special attention to cultural topics and issues. Instructor: Staff. One course.


110S. Introduction to Italian Civilization. CCI, CZ, FL The institutions and culture of Italy throughout the centuries. Instructor: Dainotto, Fellin, Finucci, or Hardt. One course.

111. Introduction to Italian Literature I. ALP, CCI, FL Major writers of the Italian
literary tradition from the Middle Ages to the seventeenth century. Poetry, fiction, theater, and essay. Instructor: Dainotto or Finucci. One course. C-L: Medieval and Renaissance Studies 111A


113. Italian Short Fiction. ALP, CCI, FL Novellas and short stories drawn from different periods of Italian literature. Instructor: Finucci. One course.

115. Italian Women Writers. ALP, EI, FL Ethical and political issues raised in representative works by women. Topics include: marginalization of women writers in the literary canon, critical perception and self-perception of women authors, and beliefs about women in both the social and the cultural space. Instructor: Dainotto, Finucci, or Hardt. One course. C-L: Medieval and Renaissance Studies 111A

118S. Italian Literature and Popular Culture. ALP, CCI, FL The formation of Italian popular culture in different historical periods. Emphasis varies; attention paid to serial novels, detective fiction, films, prints, paintings, and popular music. May include older forms of popular culture such as the romances of chivalry, the 'commedia dell'arte,' carnivals, and melodrama. Instructor: Dainotto or Finucci. One course. C-L: Comparative Area Studies

122. Topics in Italian Literature in Translation. ALP, CCI, CZ Topics on single authors, genres, movements, or themes across centuries. Instructor: Finucci. One course.

123. Aspects of Italian Literature. ALP, CCI Concentration on single authors, periods, genres, regions, or themes. (Taught in Italy.) Instructor: Staff. One course. C-L: Comparative Area Studies

125. Aspects of Renaissance Culture. ALP, CCI, CZ One course. C-L: see Medieval and Renaissance Studies 115; also C-L: Art History 149, History 148A, English 132E

126. Topics in Italian Literature, Culture, Civilization, and/or Cinema. ALP, CCI, CZ Topics on literature, culture, civilization, and/ or cinema. May concentrate on one or many periods. Instructor: Staff. One course.

129A. Dante in Translation I. ALP, CCI, CZ The *Vita Nuova* and a close reading of the *Inferno* in the context of Dante's cultural world. Readings in English. Instructor: Staff. One course. C-L: Medieval and Renaissance Studies 166

129B. Dante in Translation II. ALP, CCI, CZ The *Purgatorio* and the *Paradiso* in the context of Dante's cultural world. Readings in English. Instructor: Staff. One course. C-L: Medieval and Renaissance Studies 167

131. Topics of Italian Civilization. CCI, CZ, FL A cross-cultural study of Italy through history, culture, people, and institutions. Topics may vary each semester. Instructor: Staff. One course. C-L: Comparative Area Studies

145S. Topics in Early Modern Literature and Culture. ALP, CCI, FL Topics may include: the Italian Middle Ages, the Renaissance, the baroque, humanism. Instructor: Finucci. One course. C-L: Medieval and Renaissance Studies 161S

148S. Italian and/or Italophone Culture and Literature Abroad. CCI, CZ, FL Focus on issues of identity, nationality, race, and origin, narratives of discovery, the Italian "Orient," colonial and post-colonial experiences, immigrant literature, ethnicity and cultural assimilation. Instructor: Finucci. One course. C-L: Comparative Area Studies

155S. Topics in Modern Literature and Culture. ALP, CCI, FL Topics may include: the Enlightenment, romanticism, modernism, avant-garde. Instructor: Dainotto or Hardt. One course.

159S. Topics in Sexuality and Gender Studies. ALP, CCI, FL The study of identity and difference and the representation of bodies, genders, and desires in mainstream and popular Italian literature. May include different historical periods. Readings from
classical and contemporary works, memoirs, letters, diaries, medical treatises, pamphlets. Instructor: Finucci or staff. One course. C-L: Comparative Area Studies, Women’s Studies

160S. Italian Identities Between Europe and the Mediterranean. CCI, CZ, FL The question of Italian identity from the perspective of the cultural divide between north and south. Northern Italy’s attraction towards a technologically progressive Europe, and Southern Italy’s yearning for the traditionally slower pace of Mediterranean civilization. Study of a nation which does not possess a univocal vision of itself. Instructor: Dainotto. One course.

165S. Major Italian Authors. ALP, CCI, CZ, FL Textual studies of the most important authors of the Italian literary tradition. Authors may vary. At times the course devoted to single author: Dante, Boccaccio, Pirandello; or, two or three authors studies together in the context of the culture of their time or of their influence on subsequent centuries or authors: Petrarch and Petrarchist phenomenon of the sixteenth century, Morante and the historical novel, Machiavelli and Vico. Taught in Italian. Instructor: Finucci and staff. One course.

167S. Cinema and Literature in Italy. ALP, CCI, FL A study of the relation between literature and film in Italy. Topics include: cinematic versions of novels, influence of literature and literary figures on the construction of an Italian cinematic imagination, effects of cinema on literature, women's fiction and the woman's picture, neorealism. Instructor: Dainotto, Finucci, or Hardt. One course. C-L: Film/Video/Digital

191. Research Independent Study. R Individual research in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open only to qualified juniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

192. Research Independent Study. R See Italian 191. Open only to qualified juniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

193. Research Independent Study. R See Italian 191. Open only to qualified seniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

194. Research Independent Study. R See Italian 191. Open only to qualified seniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

195. Topics in Italian Literature and Culture. ALP, FL Topics to be announced. Offered to students enrolled in Duke approved courses in Italy. Instructor: Staff. One course.

198. Honors Thesis. R Preparation and writing of research paper for "departmental distinction." Consent of both the instructor and the director of undergraduate studies required. See section on honors in Bulletin. Instructor: Staff. One course.

211S. Methodologies in Italian Studies. ALP, CCI, FL Critical methods and theoretical issues concerning the study of Italian literature and culture. Instructor: Dainotto, Finucci, or Hardt. One course.

248. Topics in Italian Civilization. CCI, CZ, FL Specific aspects of Italian history, civilization, culture, and institutions. Topics may vary. Instructor: Dainotto, Finucci, or Hardt. One course.

COURSES CURRENTLY UNSCHEDULED

49S. First-Year Seminar

114. Italian Poetry. ALP, CCI, FL

141S. Italian Literature. ALP, FL

142S. Italian Literature. ALP, FL
PORTUGUESE (PORTUGUE)

1. Elementary Portuguese I. FL Introduces the basic elements of the language and includes an exposure to some aspects of Portuguese-speaking cultures. Aural comprehension, speaking, reading, and writing skills receive equal attention. Conducted in Portuguese, using a communicative approach. Five class meetings a week. Instructors: Damasceno and staff. One course.

2. Elementary Portuguese II. FL Builds on the elements of language acquired in Elementary Portuguese I; enrollment in Portuguese 2 presupposes acquisition of the contents covered in Portuguese 1. Speaking, reading, and writing skills emphasized; exposure to some aspects of Portuguese-speaking cultures an important component. Conducted entirely in Portuguese, using a communicative approach. Five class meetings a week. Prerequisite: Portuguese 1 or consent of instructor. Instructors: Damasceno and staff. One course.

53. Portuguese as a Second Romance Language. FL Designed for undergraduate and graduate students who are fluent, or native speakers, in another Romance language. Prepares students to enter intermediate sequence Portuguese courses at Duke. Most grammar and textbook work is done outside of class, freeing class time for more communicative activities. Conversation sessions provide intensive review of grammar focused through discussion on issues raised in film, newspapers, readings, music. Meets five times a week. Instructor: Damasceno or staff. One course.

54. Intensive Beginning Brazilian Portuguese. FL A six-week immersion course in Portuguese language and Brazilian culture, offered only in Duke in Brazil. Covers the basic elementary language curriculum, developing aural comprehension, speaking and writing skills. No language prerequisite, but recommended for students fluent in another romance language. Instructor: Damasceno or staff. One course.

63. Intermediate Portuguese. CZ, FL Intensive language review of reading, writing, and oral practice, with increased attention to grammatical variety and accuracy. Cultural component emphasized through short readings, videos, music. Prerequisite: successful completion of Portuguese 2, 53, or consent of instructor. Instructor: Damasceno or staff. One course.

76. Advanced Intermediate Portuguese. CZ, FL An advanced grammar review complemented by oral practice, composition, videos, and selected literary readings. Guided essay writing on topics related to the readings and videos. Second part of an intermediate sequence; suggested as preparation for 100-level courses. Prerequisites: Portuguese 63 or consent of instructor. Instructor: Damasceno or Staff. One course.

100. Duke-Administered Study Abroad: Advanced Special Topics in Portuguese. CCI, FL Topics differ by section. Instructor: Staff. One course.

102. Advanced Intensive Brazilian Portuguese. CCI, FL Advanced grammar review, oral practice, short literary readings, guided essay writing. Includes excursions to historical cities. (Taught in Rio de Janeiro) Prerequisites: Portuguese 63 or equivalent, or consent of director. Instructor: Damasceno and Staff. One course.

108S. Advanced Colloquial Portuguese. CCI, FL, W Advanced conversation and composition through the study of colloquial Portuguese as a catalyst of popular culture; extensive comparisons of popular sayings, expressions, and proverbs; emphasis on oral communication. Contemporary short texts, "telenovelas," video, music, and Internet sources. Highlights differences between Portuguese as spoken in Portugal and Brazilian Portuguese (syntax, vocabulary, spelling); transmits a sense of African, Azorian, and Asian Portuguese, and United States Portuguese communities. Prerequisites: Portuguese 63 or consent of instructor. Instructor: Damasceno or staff. One course.
111S. Research Seminar in Citizenship and Culture. CCI, CZ, FL, R Interdisciplinary research seminar that allows students to practice intermediate to advanced language skills and develop individual research projects on contemporary issues in the Portuguese-speaking world as they are perceived and discussed from within these countries. Focus on the changing nature/rights of citizenship in Lusophone world and/or relationship of Portuguese speaking country to global issues of citizenship. Research paper required; research resources concentrate on journalistic and other media sources, including the Internet. Prerequisite: Portuguese 76 or consent of instructor. Instructor: Damasceno. One course. C-L: Comparative Area Studies, Latin American Studies

113. Introduction to Brazilian Literature. ALP, CCI, FL Major writers and movements of Brazilian literature from the period of discovery to present, using short texts, novels, plays, short stories. Includes early letters of discovery, Machado de Assis, Mario de Andrade, Clarice Lispector. Instructor: Damasceno or Staff. One course. C-L: Latin American Studies

139S. Portugal, Portuguese-Speaking Africa, and Brazil: Old Problems, New Challenges. CCI, CZ Readings from multidisciplinary sources and films emphasizing questions/issues regarding the Portugal-Africa-Brazil triangle. The history and geography of Lusophone cultures from the inception of the Portuguese state to the present. Promotes a critical vision of the Portuguese-speaking nations' relationships as a common language group with other non-Portuguese-speaking nations more closely connected to the individual nations of the Lusophone world. Taught in English. Instructor: Damasceno or staff. One course.

140S. Contemporary Brazilian Culture and Society. CCI Introduction to major aspects of Brazil and Brazilian history; race, religion, culture, social movements, film, theatre, and visual arts. Core course for Duke in Brazil. Students are enrolled concurrently in Portuguese 54 or 102. Taught in English in Rio de Janeiro. Instructor: Damasceno and Staff. One course.

191. Research Independent Study. R Individual research in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open only to qualified juniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

192. Research Independent Study. R See Portuguese 191. Open only to qualified juniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

193. Research Independent Study. R See Portuguese 191. Open only to qualified seniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

194. Research Independent Study. R See Portuguese 191. Open only to qualified seniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

200S. Seminar in Luso-Brazilian Literature and Culture. ALP, CCI, FL A literary, cross-cultural critique focusing on specific topics to be announced. Prerequisite: 100-level Portuguese course or consent of instructor. Instructor: Damasceno. One course.

202S. Topics in Lusophone Literature and Culture. ALP, CCI, R Exploration of topics of cultural formation in the Portuguese-speaking world that emphasize autochthonous cultural theory. Examples include: Brazilian popular culture, Literatures of Resistance, Lusophone Africa and Independence, Portugal Post-Salazar. A graduate-level course open to juniors and seniors. Level of Portuguese required varies with semester topic; students should consult instructor. Prerequisite: 100-level Portuguese course or consent of instructor. Instructors: Damasceno and staff. One course.
244S. Brazilian Cultural Theory and Literature. CCI, R Designed to present cultural debates in a way that fosters comparison with cultural and literary issues concurrent in Spanish America and Europe. Offers graduate students in Latin America and Comparative fields a strong introduction to Brazil. Readings include theories of cultural identity, manifestos of cultural movements, literary selections, films, and theatre. Taught in Portuguese with readings in Portuguese (Spanish and/or English translations available); students may participate in Portuguese, Spanish, or English. Recommended for graduate students or upper-level undergraduates with a background in cultural theory. Prerequisite: 100-level Portuguese course or consent of instructor. Instructor: Damasceno. One course.

248S. Transatlantic Cultures: Narratives of Discovery, Empire, Decolonization, and Europeanization. FL, R Explores, through literature, film, and theoretical readings, basic themes of Portuguese culture. Focuses on narratives of discovery, empire, decolonization, the admixture of cultures, and concerns of contemporary Portugal within the European Union. Questions of Portuguese identity during the epoch of discovery and expansion; the Portuguese presence in Asia, Africa, and Brazil; the role of postcolonial Portugal and Lusophone culture within the European context. Taught in Portuguese, translations of readings available. Prerequisite: 100-level Portuguese course or consent of instructor. Instructors: Damasceno and staff. One course.

392S. Contemporary Brazilian Culture and Society. CCI, CZ, EI Core course for Duke in Brazil. Taught in English. Introductory course on major aspects of Brazil and Brazilian history; race, religion, culture, social movements, film, theatre and visual arts. Course option for students to receive graduate credit for work done in Duke in Brazil. Students will be expected to attend class and complete assignments for PTG 140S and complete a complementary individual research project at the graduate level. Taught in Rio de Janeiro. Instructor: Damasceno and Staff. One course.

SPANISH (SPANISH)

1. Elementary Spanish 1. FL Introduces the basic elements of the language and includes exposure to some aspects of Spanish-speaking cultures. Equal attention to aural comprehension, speaking, reading, and writing skills conducted entirely in Spanish using a communicative approach. Five class meetings a week. Not open for credit to students who have had three or more years of Spanish in high school. Prerequisite: No previous college study of Spanish, or no more than two years of high school Spanish, or appropriate language placement score. Instructor: Paredes and staff. One course.

2. Elementary Spanish 2. FL This course builds on the elements of the language acquired in Elementary Spanish 1; enrollment in Spanish 2 presupposes acquisition of the contents covered in Spanish 1. Speaking, reading, and writing skills emphasized; exposure to some aspects of Spanish-speaking cultures an important component. Classes conducted entirely in Spanish, using a communicative approach. Five class meetings a week. Prerequisite: Spanish 1 or appropriate achievement/placement test score. Instructors: Paredes and staff. One course.

12. Intensive Summer Institute. FL Covers the basic elementary language curriculum (Spanish 1 and 2) in one summer session. Develops aural comprehension, speaking, reading, and writing skills; exposure to some aspects of Spanish-speaking cultures. Taught in Spanish, using the communicative approach. Six hours per day of classroom instruction (M-F) and one or two hours of evening activities (M-TH). Instructors: Clifford and Villalba-Rosado. Two courses.

14. Intensive Elementary Spanish. FL Covers the basic elementary language curriculum (Spanish 1 and 2) in one semester. Aural comprehension, speaking, reading and writing skills. Exposure to some aspects of Spanish-speaking cultures. Taught in Spanish, using a communicative approach. Not open to students who have had one year (or more) of Spanish in high school. Eight class meetings a week. Instructors: Paredes and staff. Two courses.
15. Intensive Intermediate Spanish. CZ, FL. Covers the intermediate Spanish language curriculum (Spanish 63 and 76) in one semester. Builds on the elements of the language acquired in the elementary sequence; enrollment in this course presupposes acquisition of Spanish 1 and 2 contents. Further development of the four language skills: listening, speaking, reading, and writing. Expanding range and sophistication of grammar usage and vocabulary. Exposure to aspects of Spanish-speaking cultures. Increasing ability to structure ideas in speaking and writing. Work with comprehension and production of texts of greater extension. Prepares students for 100-level Spanish courses. Six contact hours per week. Instructor: Staff. Two courses.

62. Intensive Study of Spanish. CZ, FL. Practice in understanding, speaking, and reading; emphasis on spoken language patterns used in everyday life in Costa Rica, with special attention to cultural and environmental topics and issues. (Offered only at the Duke/Organization of Tropical Studies Undergraduate Program in Las Cruces, Costa Rica.) Prerequisite: Spanish 1-2, Spanish 12, or equivalent. Instructor: Staff. One course.

63. Intermediate Spanish. CZ, FL. This course builds on the elements of the language acquired in the elementary sequence; enrollment in this course presupposes acquisition of Spanish 1 and 2 contents. Continued development of the four language skills: listening, speaking, reading and writing. Expanding range and complexity of grammar usage and vocabulary. Exposure to some aspects of Spanish-speaking cultures. Increasing ability to express ideas in speaking and writing in an original manner. Prerequisite: Spanish 2 or 14, or appropriate placement test score. Instructors: Paredes and staff. One course.

76. Advanced Intermediate Spanish. CZ, FL. This course builds on the elements of the language acquired in Spanish 1 through 63. Further development of the four language skills: listening, speaking, reading and writing. Expanding range and sophistication of grammar usage and vocabulary. Exposure to some aspects of Spanish-speaking cultures. Increasing ability to structure ideas in speaking and writing. Work with comprehension and production of texts of greater extension. Prepares students for 100-level Spanish courses. Prerequisite: Spanish 63, or appropriate placement test score. Instructors: Paredes and staff. One course.

101. Advanced Spanish Writing. CCI, FL, W. Development of composition skills related to expository and other forms of writing, focus on techniques for organizing information, vocabulary, editing, revising, rewriting and grammatical accuracy. Substantial work on the development of writing strategies through several short papers and a final long paper. This course is strongly recommended before enrollment in literature classes in Spanish. Prerequisite: Spanish 76, or appropriate AP, SAT II, or placement test score. Instructors: Paredes and staff. One course.

102. Advanced Intensive Spanish. CCI, FL. Practice in understanding, speaking, reading, and writing Spanish; emphasis on spoken and written language patterns used in everyday life in Costa Rica, with special attention to cultural and environmental topics and issues. Open to advanced students of Spanish. (Taught in Costa Rica.) Instructor: Staff. One course.

103A. Advanced Spanish Language Abroad. CCI, FL. Topics may vary. Instructor: Staff. One course.

104. Advanced Spanish Grammar. CCI, FL. Intended to foster students' reflection about Spanish grammar, and to consolidate students' knowledge of the system of rules underlying the Spanish languages. Special attention given to grammar in oral and written communication. Does not count towards the Spanish major or minor, and not open to students who have previously taken both 101 and 105. Prerequisite: Spanish 76 or appropriate placement test score. Instructors: Paredes and staff. One course.

104S. Discussion of Readings. ALP. Instructor: Paredes and Staff. One course.

105. Spanish for Oral Communication. CCI, FL. Development of effective strategies for oral communication. Use of language ranges from informal to formal situations and
concrete to abstract topics. Focus on developing structured arguments and increasing linguistic accuracy. Does not count towards the Spanish major or minor; not open to students who have previously taken both Spanish 101 and 104 or Native Speakers of Spanish. Prerequisite: Spanish 76, or appropriate AP, SAT II, or placement test score. Instructors: Paredes and staff. One course.

106A. Spanish for Health Professions: Interaction with the Latino Community. CCI, FL Development of a lexical and cultural repertoire in health fields. Includes a service component within the Durham Latino community of one hour per week for seven weeks. Prerequisite: Spanish 76 (Advanced Intermediate Spanish) or the equivalent, and consent of instructor. Instructor: Paredes or staff. One course. C-L: Linguistics 106

106S. The Making of Barcelona: Introduction to Catalan Language and Culture. CCI, CZ, FL The historical making of Barcelona as expressed in its architecture (the Gothic, the Modernista Movement, Gaudi, the new architects), the visual arts (Miro, Picasso), and other cultural forms; an introduction to the culture of Catalonia as well as to the Catalan language. Taught in Spanish, with exposure to Catalan language. Prerequisite: Spanish 76 or equivalent required. Instructor: Staff. One course. C-L: Linguistics 106

107. Advanced Grammar. CCI, FL A systematic study of modern Spanish morphology and syntax. (Taught in Spain and Bolivia.) Not open to students who have taken Spanish 108S or 109S. Instructor: Staff. One course.

108S. Advanced Colloquial Spanish. CCI, FL Colloquial Spanish as a catalyst of popular culture; extensive comparisons of English and Spanish popular sayings and proverbs; emphasis on oral communication. Prerequisite: two Spanish courses at the 100 level. Instructor: Garcia-Gomez. One course.

109S. Fundamentals of Spanish Linguistics. (QID) FL, SS A comprehensive overview of the field of linguistics as it relates to Spanish. Starting from the question What does it mean to know Spanish?, the course reviews the areas of phonology, morphology, syntax, pragmatics, semantics, applied linguistics, and sociolinguistics. The main goal is to develop students' skills in analyzing data, formulating and testing hypotheses, and arguing for the correctness of solutions. Individual topics investigated by students. Prerequisite: Spanish 101 or 104 or consent of instructor. Instructor: Staff. One course. C-L: Linguistics 122S

110S. Introduction to Literary Analysis. ALP, FL, W Different genres, including narrative, poetry, drama, essay and film. Texts drawn from different periods of Spanish and Spanish-American literature. Prerequisite: Spanish 76, or appropriate AP, SAT II, or placement test score. It is strongly recommended that students take Spanish 101 before enrolling in this course. Instructor: Staff. One course.

111. Introduction to Spanish Literature I. ALP, CCI, FL Major writers of the Spanish literary tradition and the historical contexts from which they emerged: Middle Ages through the seventeenth century. Poetry, fiction, theater and essay and historical readings and film. Includes attention to Jewish and Islamic civilizations and expression in medieval Spain. Prerequisite: Spanish 101, 110S, or AP Spanish Literature score of 5. Instructor: Staff. One course. C-L: Medieval and Renaissance Studies 111B

112. Introduction to Spanish Literature II. ALP, CCI, FL A survey of major writers and movements of the Spanish literary tradition in the eighteenth, nineteenth, and twentieth centuries. Prerequisite: Spanish 101, 110S, or AP Spanish Literature score of 5. Instructor: Staff. One course.

114S. Discussion of Readings. ALP, CCI, FL Selected readings on topics concerning the different national literatures of Spain and Latin America. Open only to freshman and sophomores. Prerequisite: Spanish 76 or placement/achievement score of 630+. Instructor: Staff. One course.

115. Introduction to Spanish-American Literature. ALP, CCI, FL First part of a two semester sequence providing a survey of major writers and movements from the period
of discovery to the present day. The periods of conquest, colonial rule, and early independence. Includes works by native Indian, mestizo, and women writers. Prerequisite: Spanish 101, 110S, or AP Spanish Literature score of 5. Instructor: Staff. One course. C-L: Comparative Area Studies, Latin American Studies

116. Introduction to Spanish-American Literature. ALP, CCI, FL Continuation of Spanish 115. From modernismo to the contemporary period. Prerequisite: Spanish 101, 110S, or AP Spanish Literature score of 5. Instructor: Staff. One course. C-L: Comparative Area Studies, Latin American Studies

117S. Spanish-American Short Fiction. ALP, CCI, FL The development of the novella and short story from the nineteenth century to the twentieth century in Spanish America: Martí, Dario, Quiroga, Borges, Cortazar, García Márquez, Allende, Ferre, Carpenter, and others. Not open to students who have taken Spanish 117A,S. Instructor: Staff. One course. C-L: Latin American Studies

118. Introduction to Spanish-American Literature in Translation. ALP, CCI Fictional and poetic works of the last thirty years that have made an impact on world literature. Critical reflection on political and ethical issues. Taught in English. Instructor: Dorfman. One course. C-L: Comparative Area Studies, Latin American Studies

121. Latin-American Literature in Translation. ALP, CCI, FL Fictional and poetic works of the last thirty years that have made an impact on world literature. Critical reflection on political and ethical issues. Taught in English. Instructor: Dorfman. One course. C-L: Comparative Area Studies, Latin American Studies

122S. Topics in Spanish and/or Latin-American Literatures and Cultures. ALP, CCI, CZ A cultural critique focusing on specific themes to be announced. Topics may include: cultural differences; relations between languages and literatures; national minorities and multiculturalism; postcolonialism; minority literatures; globalization. Taught in English. Instructor: Staff. One course.

124. Special Topics in Latin American Studies. A problem-oriented course integrating approaches from different disciplines. Topics and disciplines vary from year to year. For juniors and seniors. Required capstone course for students seeking the certificate in Latin American Studies. Instructor: Staff. One course.

125. Duke-Administered Study Abroad: Advanced Special Topics. CZ, FL Topics differ by section. Taught in English. Instructor: Staff. One course.

128. The Art and Cultural History of Flamenco. ALP, CCI, CZ One course. C-L: see Dance 128

130S. Post Nationalism Immigration and Multiculturism in the European Union: The Case of Spain. CCI, CZ, FL Spain, home of some of the oldest nationalities in Europe, as a site where a multiplicity of negotiations are produced and managed by local nationalities and immigrants. The cultural processes of interaction at work through the analysis of literary texts, film and testimony narratives. Instructor: Vilarós. One course.

131. Topics of Hispanic Civilization. CCI, CZ, FL A humanistic, cross-cultural study of Spain or Spanish America through history, culture, people, and institutions. Topics may vary. Instructor: Staff. One course. C-L: Comparative Area Studies

133S. Contemporary European Issues. CCI, CZ, FL An interdisciplinary seminar addressing topics pertaining to European culture, with special emphasis on Spain and its relationship to the rest of Europe. Instructor: Vilaros or staff. One course. C-L: Cultural Anthropology 182, Comparative Area Studies

136A. Spanish and/or Latin American Culture Abroad. CZ, FL Transfer credit for courses on aspects of Spanish and Latin American cultures taught abroad. Taught only in non-Duke programs abroad. Instructor: Staff. One course.

137. Topics in Contemporary Spanish Culture. CZ, FL (Taught in Spain.) Instructor: García-Gómez. One course. C-L: Comparative Area Studies

140A. Bolivian Contemporary Short Fiction. ALP, CCI, FL Introduction to Bolivian and Latin American short fiction. The relationship between contemporary short fiction and the concept of magical realism. The influence of writers such as Borges, Cortazar, García Márquez, Carpenter, and of the popular folk tale, legend, and myth, on
contemporary Bolivian fiction writers. Taught in Bolivia. Instructor: Staff. One course.

C-L: Latin American Studies

140BS. Bolivian Culture and Society since 1978. ALP, CCI, FL Expressions of Bolivian society and culture, such as feminism, syndicalism, ethnic groups, social history, cinema, literature, and political thought and history, from the restoration of democracy in 1978 to the present. Special attention given to how the various expressions have reacted and evolved during the transition from authoritarian regime to democracy. Includes guest lectures by contemporary Bolivian artists, essayists, political analysts, active members of feminist groups. (Taught in Bolivia.) Instructor: Staff. One course. C-L: Cultural Anthropology 199FS, Latin American Studies

140E. Film and Political Culture in Contemporary Bolivia. ALP, CCI, FL Focus on films and mass media used to appeal to the dispossessed and marginal sectors of society. (Taught in Bolivia.) Instructor: Staff. One course. C-L: Latin American Studies

140FS. Topics in Bolivian Studies. CCI, CZ, FL A special topics course covering themes ranging from Bolivia's colonial legacy to contemporary manifestations of globalization and how they impact Bolivian society. The counterpoints of society and state, examined according to three axes: (1) societal diversities, (2) social movements and state policies, and (3) resources such as land and coca products in a national and international context. (Taught in Bolivia). Instructor: Staff. One course.


142S. Spanish Literature. ALP, CCI, FL Various aspects of the literatures of Spain and Spanish-America with a cross-cultural perspective. Specific topics to be announced. Prerequisite: Spanish 111, 112, 115, or 116. One course.

143S. Literature of the Discovery and Conquest of America. ALP, CCI, FL Prose and poetry from the sixteenth through eighteenth centuries, exploring the idea of the New World from conquest to independence. Prerequisite: Spanish 111, 112, 115, or 116. Instructor: Staff. One course. C-L: Comparative Area Studies, Latin American Studies

144S. Duke in Andes: Special Topics. ALP, CCI, FL Various aspects of literatures and cultures of the Andes. Specific topics to be announced. Instructor: Staff. One course. C-L: Comparative Area Studies, Latin American Studies


148. Colonial and Postcolonial Studies in Latin America and the Caribbean. CCI, CZ, FL Focus on Western colonial expansion since the sixteenth century and on the national periods, following the movement of independence. Cultural differences of colonial and postcolonial experiences; transition from colonial to postcolonial regimes. Languages and literatures, history of ideas, cartography, and the social imaginary expressed in everyday life, from architecture to clothing, from rules of social behavior to ecological consciousness. Prerequisite: Spanish 111, 112, 115, or 116. Instructor: Mignolo. One course. C-L: Latin American Studies, Marxism and Society

149A. Spanish and/or Latin American Literature Abroad. ALP, FL Transfer credit for literature courses taught in non-Duke programs abroad. Special topics course. Instructor: Staff. One course.
151. Spanish Literature of the Renaissance and the Baroque. ALP, CCI, FL Selected works of sixteenth and seventeenth centuries in Spain with attention to their reflection of social, religious and political currents of the age, including: Pan-European cultural influences in the Renaissance, the effects of the New World encounter, the construction of identity through repression of Judaic and Islamic traditions, the relationship between tightened religious, social and political controls and the Baroque. Prerequisite: At least one course numbered 110-139 and taught in Spanish; or consent of instructor. Instructor: Greer or Staff. One course. C-L: Medieval and Renaissance Studies 151B

153. Golden Age Literature: Cervantes. ALP, CCI, FL Includes reading either selected works by Cervantes (dramas, novelas, and part of Don Quixote) or the Quixote in its entirety. Attention to the Roman and/or Arab conquests of Spain, Spanish relations with Algeria, England, Italy, and the Americas, the obsession with “limpieza de sangre” and the fate of Spain’s “morisco” population. Prerequisite: At least one course numbered 110-139 and taught in Spanish; or consent of instructor. Instructor: Greer. One course. C-L: Medieval and Renaissance Studies 153B

161S. Literature and the Performing Arts I. ALP, CCI, FL Selected literary works written before the nineteenth century that have been rendered in film or are presently on stage in Madrid. Attendance at performance of the films or plays. Instructor: Staff. One course.

162S. Literature and the Performing Arts II. ALP, CCI, FL Selected literary works of the nineteenth and twentieth centuries that have been rendered in film or are presently on stage in Madrid. Attendance at performance of the films or plays. Instructor: Staff. One course.

165S. Major Spanish Authors. ALP, CCI, FL Textual studies; methods of literary interpretation and criticism. Emphasis on gender, class, and psychoanalysis. Prerequisite: Spanish 111, 112, 115, or 116. Instructor: Vilarós or staff. One course.

169. Topics in Nineteenth- and Twentieth-Century Spanish Literature. ALP, CCI, FL Literary, cultural critique on a specific genre or theme to be announced. Emphasis on issues of gender, class, psychoanalysis, and/or popular culture. Prerequisite: Spanish 111, 112, 115, or 116. Instructor: Sieburth or Vilarós. One course.

171. Literature of Contemporary Spain. ALP, CCI, FL A cultural critique of contemporary Spain (1936 to present) through different literary genres (novel, theater, poetry) with emphasis on gender, class, and historical nationalities. Includes Catalan, Galician, and Basque authors in Spanish translation. Prerequisite: Spanish 111, 112, 115, or 116. Instructor: Vilarós or staff. One course. C-L: Comparative Area Studies, Marxism and Society

175S. Hispanic Literature and Popular Culture. ALP, CCI, FL Works of Spanish and Latin American fiction that parody or rewrite popular culture genres such as serial novels, detective stories, or Hollywood films. Authors include Cervantes, Galdós, Borges, Marsé, and Puig. Prerequisite: Spanish 111, 112, 115, or 116. Instructor: Sieburth. One course. C-L: Comparative Area Studies, Latin American Studies


181S. United States Latina/o Literatures and Cultural Studies. ALP, CCI Special topics in United States Latina/o literatures and cultural studies. Topics to be announced. Open to juniors and seniors. Counts towards the Spanish major or minor, but can only be counted once towards the core course requirement; subsequent courses would count as
related courses. Taught in both Spanish and English. Prerequisite: At least one course numbered 110-139 and taught in Spanish (excluding 120’s courses taught in English), or consent of instructor. Instructor: Mignolo, Viego, or staff. One course. C-L: Latin American Studies

191. Research Independent Study. R Individual research in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open only to qualified juniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

192. Research Independent Study. R See Spanish 191. Open only to qualified juniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.


194. Research Independent Study. R See Spanish 191. Open only to qualified seniors by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

198. Honors Thesis. R Directed research and writing of honors thesis. Open only to qualified seniors pursuing the Graduation with Distinction track by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

200S. Seminar in Spanish Literature. ALP, FL Topics to be announced. Instructor: Staff. One course.


212S. Topics in Spanish Linguistics. (QID) FL, R, SS In-depth analysis of one area of Spanish linguistics. Topics may include Spanish phonology, Spanish syntax, discourse analysis, applied linguistics, or Spanish pragmatics. Small research projects with a hands-on approach required. Instructor: Staff. One course. C-L: Linguistics 212S

244. Topics in Twentieth-Century Latin-American Fiction. ALP, CCI, FL Study of various critical problems in the narrative of the area. Focus on one or more major issues, such as the representation of violence, magical realism, indigenismo, novela de la tierra. Prerequisite: Spanish 106. Instructor: Gabara or Moreiras. One course.

248. Studies in Spanish-American Literature. ALP, FL Concentration on single authors, genres, movements, or themes. Instructor: Staff. One course.

280. The Cultures of Immigration in Spain. ALP, CCI, FL A study of the cultural processes generated by two significant migratory movements in Spain: one in Catalonia in the 1960s and early 1970s, composed mostly of impoverished peasants coming from southern Spain; and the more recent global wave composed of Latin American, African, and Filipino immigrants to the affluent industrial areas. The study will use literary and cinematic texts, and testimonial narratives. Instructor: Vilarós. One course. C-L: Comparative Area Studies

COURSES CURRENTLY UNSCHEDULED

49S. First-Year Seminar. CCI
126S. Postnationalisms, Immigration, and Multiculturalism in the European Union: The Case of Spain. ALP, CCI, CZ
132AS. The Articulation of Culture in the Bolivian Andes. CCI, FL, SS
138S. The Spanish Civil War in History and Literature. ALP, EI, FL, R
140CS. Cultural Diversity in the Andes. CCI, CZ, FL
147S. Latin-American Women Writers. ALP, CCI, FL
163. The Generation of 1898. ALP, CCI, FL
166. Nineteenth-Century Prose Fiction. ALP, CCI, FL
176S. Disenchanted Texts: Spanish Literature 1975-1990. ALP, FL
195. Topics in Spanish Literature and Culture. ALP, FL
245. Latin-American Poetry. CCI, FL
246. Textual Politics in Nineteenth-Century Spanish-American Literature. ALP, FL
250. Latin-American Film. ALP, CCI, FL
251S. Spanish Film. ALP, CCI, FL
255. Topics in Early Modern Spanish Literature and Culture. ALP, CCI, FL
262. The Romantic Movement. ALP, CCI, FL
275. Modern Spanish Poetry. ALP, CCI, FL
276. Modern Spanish Drama. CCI, FL
277. Modern Spanish Novel. ALP, CCI, FL

INDIGENOUS LANGUAGES

Aymara (AYMARA)
21. Beginning Aymara. FL Introduction through immersion to the history and structure of Aymara. (Taught in the Duke in the Andes Program only.) Instructor: Staff. One course.
100. Duke-Administered Study Abroad: Advanced Special Topics in Aymara. CCI Topics differ by section. Instructor: Staff. One course.

Quechua (QUECHUA)
21. Beginning Quechua. FL Introduction through immersion to the history and structure of Quechua. (Taught in the Duke in the Andes Program only.) Instructor: Staff. One course.
63. Intermediate Quechua. FL Grammar review, reading, and oral practice. Review of the history of Quechua/Spanish contact. (Taught in the Duke in the Andes Program only.) Instructor: Staff. One course.
76. Advanced Quechua. FL Oral practice, writing exercises, and advanced grammar. Further studies of Quechua/Spanish contact in the current Bolivia and the Andes. (Taught in the Duke in the Andes Program.) Instructor: Staff. One course.
100. Duke-Administered Study Abroad: Advanced Special Topics in Quechua. CCI Topics differ by section. Instructor: Staff. One course.

ROMANCE STUDIES (ROMST)
50. Duke-Administered Study Abroad: Special Topics in Romance Studies. CCI Topics differ by section. Instructor: Staff. One course.
100. Duke-Administered Study Abroad: Advanced Special Topics in Romance Studies. CCI Topics differ by section. Instructor: Staff. One course.
150S. Topics in Romance Studies. ALP, CZ A comparative study of languages, literatures, and/or cultures related to Romance Studies. Instructor: Staff. One course.
170S. Gender and Cross Cultural Experience. CCI, R, SS One course. C-L: see Women's Studies 180S
176D. Globalization and the Limits of Translation. CCI, CZ, W One course. C-L: see History 176D; also C-L: Cultural Anthropology 176D, Literature 143B, Dance 176
200S. Seminar in Romance Studies. CCI. Topics to be announced. Instructor: Staff. One course.

250S. Issues in Second Language Acquisition. (QID) FL, R, SS. Advanced applied linguistics course examining different areas of interests in the field of second language acquisition (SLA). Overview of main research areas in the field. Topics include: Language Testing, Action Research in SLA, Communicative Language Teaching, the role of classroom instruction in SLA, or the relationship between SLA research and foreign language learning. Students expected to become conversant with the research literature in the area and the different methodologies used in SLA research, carry out a classroom-based quantitative and/or qualitative research project, and produce a research paper that might be submitted to relevant conferences. Topics vary each year. Consent of instructor required. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED
124. Modernity, Ethnicity, and Colonization. ALP, CCI, CZ
210S. Topics in Linguistics. SS
283S. Seminar in North American Studies

THE MAJOR

Prerequisite: French 76, Italian 22 or 76, Spanish 76, or equivalents.

Majors are offered in French Studies, Italian and European Studies, and Spanish. The French Studies and Spanish majors offer several different tracks, as described below. The range of courses offered in Romance Studies may be taken toward fulfillment of the following Curriculum 2000 requirements: CCI, EI, FL, QID, R, W, where indicated in the individual course entries. Majors are constituted of core courses and related courses. Core courses are departmental offerings taught in the language of the major. Related courses may be taken outside the department and not in the language of the major. Courses designated as ROMST may be counted as related courses.

French Studies Major Requirements. The French Studies major offers two tracks:
(1) French Studies and (2) French and European Studies.

Prerequisites: French 76 or equivalent (Advanced Placement literature score of 4 or 5, Advanced Placement language score of 5, SAT II score of 640 or above, or comparable linguistic experience).

(1) French Studies: A total of ten courses at the 100 level and above, eight of which must be from departmental offerings taught in French. These eight core courses must include two survey courses (either 111 or 115, and either 112 or 116), and at least three courses at the 140 level or above. The two remaining courses must be on French-related topics and may be taken either in the department or in other departments (consult the undergraduate major advisor concerning approved related courses).

(2) French and European Studies: An interdisciplinary track requiring a total of ten courses at the 100 level or above, seven of which must be from departmental offerings taught in French. Of these seven core courses at least three must be at the 140 level or above. Three related courses on any French/European topic may be taken outside the department and in the language of the major. Proficiency in another European language is highly desirable (consult the undergraduate major advisor concerning approved related courses).

Italian and European Studies Major Requirements: An interdisciplinary track requiring a total of ten courses at the 100 level or above. Five Italian courses must be taken, at least two of which must be at the 140 level or above. Five related courses on any Italian/European topic may be taken outside the department and not in the language of the major (consult the undergraduate major advisor concerning approved related courses).

Spanish Major Requirements. The Spanish major offers three tracks: (1) Spanish Studies, (2) Spanish and Latin American Studies, and (3) Spanish and European Studies.
(1) Spanish Studies: A total of ten courses at the 100 level and above, seven of which must be from departmental offerings taught in Spanish, except Spanish 104 and 105, which do not count toward the major. These seven core courses must include any two survey courses (111, 112, 115, 116) and at least three courses at the 140 level or above. The three remaining courses must be on Peninsular or Latin American topics and may be taken either in the department or in other departments (consult the undergraduate major advisor concerning approved related courses). A Brazilian or Lusophone literature or culture course taught in Portuguese at or above the 100 level offered by the department may be substituted for one of these three courses.

(2) Spanish and Latin American Studies: An interdisciplinary track requiring a total of ten courses at the 100 level and above, seven of which must be from departmental offerings taught in Spanish, except Spanish 104 and 105, which do not count toward the major. These seven core courses must include one survey course on Latin American literature (115 or 116), and at least three courses at the 140 level or above, two of which must be on Latin American topics. Three related courses on Latin American topics at or above the 100 level may be taken outside the department, and not in the language of the major. A Brazilian or Lusophone literature or culture course taught in Portuguese at or above the 100 level offered by the department may be substituted for one of these three courses. Proficiency in Portuguese is highly desirable (consult the undergraduate major advisor concerning approved related courses).

(3) Spanish and European Studies: An interdisciplinary track requiring a total of ten courses at the 100 level and above, seven of which must be from departmental offerings taught in Spanish, except Spanish 104 and 105, which do not count toward the major. These seven core courses must include one survey course on Peninsular topics (111 or 112) and at least three courses at the 140 level or above, two of which must be on Peninsular topics. Three related courses on a Spanish/European-related topic may be taken outside the department and not in the language of the major. Proficiency in another European language is highly desirable (consult the undergraduate major advisor concerning approved related courses). A Brazilian or Lusophone literature or culture course taught in Portuguese at or above the 100 level offered by the department may be substituted for one of these three courses.

Departmental Graduation with Distinction
Qualified students may apply for Graduation with Distinction. The application deadline is preregistration for the fall semester of the senior year. Further information may be obtained from the director of undergraduate studies or the assistant to the director.

THE MINOR
Minors are offered in French Studies, Italian Studies, and Spanish.

French Studies
Requirements. A total of five courses from departmental French offerings numbered 100 or above and taught in French. These must include one survey course (111, 112, 115, or 116) and at least two courses numbered at the 140 level or above.

Italian Studies
Requirements. A total of five courses from departmental Italian offerings numbered 100 or above. These must include at least one course numbered at the 140 level or above. Four (4) of the five (5) courses must be taught in Italian.

Spanish
Requirements. A total of five courses from departmental Spanish offerings numbered 100 or above, except Spanish 104 and 105. These must include one survey course (111, 112, 115, or 116) and at least two courses at the 140 level or above. All five courses must be taught in Spanish.
STUDY ABROAD

Students are strongly urged to study abroad since this is the best way to achieve language proficiency and to acquire knowledge of a country’s culture. Courses taken abroad count toward the core and/or related courses as follows:

I. Department-Administered Programs
   A. Duke-in-France. Major: All courses may be counted toward the major. A maximum of three courses per semester may be counted toward the core-course requirement. Minor: A maximum of two courses per semester may be counted.
   B. Duke-in-Madrid. Major: All courses may be counted toward the major. Credit distribution may vary according to students’ needs, with a maximum of three courses counting toward the core course requirement. For students remaining a second semester, two additional courses may be counted as core courses; the rest may be counted as related courses. Minor: A maximum of two courses may be counted.
   C. Duke-in-the-Andes. Major: All courses may be counted toward the major. A maximum of three courses may be counted toward the core-course requirement; others may be counted as related courses. Minor: A maximum of two courses may be counted.

II. Duke-Administered Semester Programs (Office of Study Abroad)
   Duke-Administered Semester Programs in English (Duke-in-Florence; Duke-in-Venice). Major: a maximum of three courses per semester may be counted as related courses. Minor: A maximum of one course may be counted toward the core-course requirement.

III. Non-Duke-Administered Semester Programs
   Major: A maximum of two courses per semester may be counted toward the core-course requirement. Minor: One course per semester may be counted.

IV. Non-Duke-Administered Semester Programs in Italy (taught in Italian)
   Major: A maximum of two courses per semester may count toward the core-course requirement and a maximum of one may count as a related course. Minor: a maximum of two courses per semester may count.

V. Duke-Administered Summer Programs (Office of Study Abroad)
   A. Duke-Administered Summer Programs in the Language
      1) Duke-in-Barcelona; Duke-in-Spain. Major: Two courses may be counted toward the core-course requirement. Minor: Two courses may be counted.
      2) Duke-in-Paris. Major: Two courses may be counted toward the core-course requirement. Minor: Two courses may be counted.
      3) Duke-in-Brazil.
   B. Duke-Administered Summer Programs in English (Duke-in-Venice). Major or Minor: One course may be counted toward the core-course requirement.

VI. Non-Duke-Administered Summer Programs
   Major: One course may be counted toward the core-course requirement. Minor: One course may be counted.

Russian

For courses in Russian, see Slavic Languages and Literatures, immediately following.
A major or minor is available in this department.

The Department of Slavic Languages and Literatures has a strong commitment to increasing the language proficiency of its students in the context of culture acquisition, to helping students develop their own scholarly interests and research abilities, and to acquainting students with trends in literary and linguistic theory. Areas of specialization include nineteenth and twentieth century Russian and Soviet literature, gender studies, film and media, legal and business Russian language, translation, Slavic linguistics, contemporary Russian literature, scientific and scholarly Russian language, stylistics, and history of the Russian literary language. Other Slavic languages occasionally taught include Polish, Ukrainian, Serbian and Croatian.

Resources for study include a state-of-the-art language laboratory with video facilities and a humanities computing facility, reception of daily Russian television programming, and an exchange program with St. Petersburg University. The department offers both semester-long and summer language and culture programs at St. Petersburg University. The department also hosts a Russia-based FOCUS seminar and maintains a cooperative relationship with the Duke Linguistics Program, the Program in Literature, Women’s Studies, Cultural Anthropology, and the Center for Slavic, Eurasian and East European Studies, as well as with related programs at the University of North Carolina at Chapel Hill.

**RUSSIAN (RUSSIAN)**

1. Elementary Russian. FL Introduction to understanding, speaking, reading, and writing. Study of contemporary Russian language and important elements of Russian culture. Instructor: Van Tuyl. One course.

2. Elementary Russian. FL Introduction to understanding, speaking, reading, and writing. Study of contemporary Russian language and important elements of Russian culture. Second half of Russian 1, 2. Prerequisite: Russian 1. Instructor: Van Tuyl. One course.


10. Accelerated Russian Language and Culture I. FL Accelerated study of contemporary Russian language and important elements of Russian culture. Intended for students with no previous knowledge of Russian interested in achieving significant proficiency in speaking, reading, writing, and comprehension based on cultural constructs in one semester of study. Includes significant use of technology to enhance learning. Instructor: Staff. One course.


### Slavic Languages and Literatures 483

49S. First-Year Seminar. CCI Topics vary each semester offered but are restricted to the study of literature, linguistics, and culture in the Slavic world. Instructor: Staff. One course.

61S. Intermediate Russian Language and Culture. CZ, FL Intensive classroom practice in phonetics, conversation, and grammar. Focus on literature and films, with museum and theater performance component. (Taught in St. Petersburg in Russian and English depending on placement.) Prerequisite: Russian 2 or equivalent. Instructor: Staff. One course.

625. Intermediate Russian Language and Culture. CZ, FL Continuation of Russian 61S. (Taught in St. Petersburg in Russian and English depending on placement.) Prerequisite: Russian 61S or equivalent. Instructor: Staff. One course.

63. Intermediate Russian I. FL Intensive classroom and laboratory practice in spoken and written patterns. Reading in contemporary literature. Prerequisite: Russian 1 and 2, or two years of high school Russian. Instructor: Flath. One course.

64. Intermediate Russian II. FL Intensive classroom and laboratory practice in spoken and written patterns. Reading in contemporary literature. Prerequisite: Russian 1 and 2 or equivalent. Instructor: Flath. One course.

66. Intermediate Russian Conversation. FL Consolidation of oral skills. Intensive conversation on a broad range of topics. Prerequisite: Russian 1 and 2 or equivalent. Instructor: Staff. Half course.

67. Intermediate Russian Conversation. FL Continuation of Russian 66. Prerequisite: Russian 66 or equivalent. Instructor: Staff. Half course.

70. Intensive Intermediate Russian. FL Russian 63 and 64 combined. Two meetings daily, as well as daily computer and language laboratory work. Instructor: Staff. Two courses.


101S. Contemporary Russian Composition and Readings. CCI, FL Advanced grammar and syntax with intense composition component. Analytical readings in the original. Prerequisite: Russian 63 and 64, or equivalent. Instructor: Staff. One course.

102S. Contemporary Russian Composition and Readings. CCI, FL Continuation of Russian 101S. Prerequisite: Russian 101S. Instructor: Staff. One course.

103S. Studies in the Russian Language and Culture. CCI, CZ, FL Analytical readings including grammatical and textual analysis. Additional work in phonetics and conversation. Literature, films, museums, and theater performances central for analysis and written assignments. (Taught in St. Petersburg in Russian.) Prerequisite: Russian 64 or equivalent. Instructor: Staff. One course. C-L: Comparative Area Studies

104S. Studies in the Russian Language and Culture. CCI, CZ, FL Continuation of Russian 103S. Prerequisite: Russian 103S or equivalent. Instructor: Staff. One course. C-L: Comparative Area Studies

105. Third-Year Russian Conversation. CCI, FL Conversation course for students enrolled in Russian 101. Not open to students currently taking Russian 63 or Russian 196. Instructor: Staff. Half course.

106. Third-Year Russian Conversation. CCI, FL Continuation of Russian 105. Conversation course for students enrolled in Russian 102. Not open to students currently taking Russian 64 or Russian 196. Instructor: Staff. Half course.

107S. Russian Phonetics. CCI, FL Analysis of contemporary standard Russian literary pronunciation, phonology, and intonational structures. Prerequisite: Russian 64 or consent of instructor. Instructor: Staff. One course.
108S. Soviet Civilization: History and Its Mythologies. ALP, CCI, CZ The most significant concepts, events, and personages of Russian and Soviet history through the prism of Soviet and post-Soviet official and popular culture, literatures, the arts, and cinema. Topics include: proletarian dictatorship and woman's liberation, the 'Russian Idea' and the 'struggle for peace,' the October Revolution, and industrialization, Russian Czars, post-Soviet leaders from Ivan the Terrible and Peter the Great to Lenin, Stalin, and Gorbachev. Taught in English. Instructor: Staff. One course. C-L: Comparative Area Studies

109. Language Technologies and Culture Acquisition. (QID) R, SS, STS Acquisition and application of sophisticated information technologies for developing models of language systems and culture. (Computer technologies include PDF, Unicode, Linux operating systems digitizing, XML, HTML, metatagging.) Examination of the controversies concerning the use of technologies in the study and acquisition of languages and culture. Focus on the impact of such technologies on the educational systems of the United States and Europe. Team taught (Linguistics and Computer Sciences specialist.). One course. C-L: Linguistics 107, Information Science and Information Studies

111S. Senior Honors Seminar. R, W Introduction to methods of research and writing, including selection of thesis topics, preliminary research and organization, and writing of the thesis. In-depth analysis of Russian or other Slavic language texts required. Consent of the instructor or director of undergraduate studies required. Instructor: Staff. One course.

112S. Senior Honors Seminar. R, W Continuation of Russian 111S. Consent of the director of undergraduate studies required. Instructor: Staff. One course.

113. Studies in Comparative World Cinema. ALP, CCI, STS One course. C-L: see Literature 113; also C-L: English 122, German 113, Film/Video/Digital

114S. Twentieth-Century Women Playwrights. ALP, CCI One course. C-L: see Theater Studies 130S; also C-L: Literature 123AS, Women's Studies

115. Russian Language Studies in St. Petersburg. CCI, FL Russian grammar, composition and textual analysis taught only in St. Petersburg for students participating in the semester program. Explicit analysis of historical and contemporary cultural representations and texts in language, literature and the verbal arts. Instructor: Staff. One course.

116S. Russian Fiction and Film. ALP, CCI Russia's turbulent history recounted through its literature and film. Short works by Russia's most famous authors (Dostoevsky, Tolstoy, Chekhov) as well as the writings of lesser-known, but equally important writers (Teffi, Vladimov); comparison of these written works with films made of the stories. Exploration of the main trends of Russian culture through its literature and film; focus on the differences between film and written narratives. Open only to students in the FOCUS Program. Instructor: Gheith. One course.

117. Languages of the World. (QID) CCI, SS One course. C-L: see Linguistics 102; also C-L: Cultural Anthropology 114, English 114

120S. Topics in Slavic and Northern European Languages. FL, SS Instructor: Staff. One course.

123S. Studies in Contemporary Russian Culture and Cognition. (QID) CCI, CZ, SS In-depth exposure to theories of culture and cognition with special attention to the study of Russian culture and Russian contributions to cognitive science and linguistics. Open only to students in the FOCUS Program. Instructor: Andrews. One course.

124S. Russian Language and Culture through Film. CCI, FL, SS Study of Russian cultural paradigms and constructs of self and other as demonstrated in Russian and Soviet films, primarily from 1950s to the present. Special attention given to the analysis
of linguistic constructs and their cultural and semantic content as well as comparative analyses of Soviet and Russian culture and Russian and European/American culture. Prerequisite: Russian 101S or equivalent or consent of instructor. Instructor: Maksimova. One course.


126S. Russian Language and Culture through Film II. ALP, CCI, FL, SS Continuation of Russian 124S. Analysis of Russian cultural paradigms and linguistic issues through contemporary Russian and Soviet film. Prerequisite: Russian 101S or equivalent or consent of instructor. Instructors: Maksimova. One course.

127. Russian Language and Culture through Theatre. ALP, CCI, FL, SS Study of Russian cultural paradigms and constructs of self and other as demonstrated in Russian and Soviet theatre (texts and performance), primarily from the 1920s to the present. Special attention given to the analysis of cultural, linguistic, and semantic constructs as well as comparative analyses of Soviet and Russian culture and Russian and European/American culture. Prerequisite: Russian 101S or equivalent or consent of instructor. Instructors: Maksimova, McAuliffe, and Viktorov. One course.

128. Russian Language and Culture through Music. ALP, CCI, FL, SS Study of Russian cultural paradigms and constructs of self and other as demonstrated in Russian and Soviet folk, popular, and classical music (texts and performance), primarily twentieth century to the present. Special attention given to the analysis of cultural, linguistic, and semantic constructs as well as comparative analyses of Soviet and Russian culture and Russian and European/American culture. Prerequisite: Russian 101S or equivalent or consent of instructor. Instructors: Andrews and Mickiewicz. One course.


131. Language, Culture, and Myth: The Slavic Proverb. ALP, CCI The sources of the Slavic proverb, the proverb as microtext of national stereotypes, and its function in modern literature and culture. West, South and East Slavic proverbs contrasted with other Indo-European language families. Theoretical aspects include explications of the relationship of language and culture and problems of translation. Taught in English or Russian. Readings in Russian with excerpts from other Slavic languages. Instructor: Staff. One course.

132. Culture, Class, and Consumption in Russia. CCI, CZ Reading in anthropology, history, cultural studies, and sociology to explore the significance of consumption (including survival strategies, exchange networks, and aesthetics of material culture) in processes of change from the revolutionary through post-Soviet periods. Instructor: Staff. One course.

135A. Contemporary Russian Media. CCI, EI, FL, SS Same as Russian 135 but taught only in St. Petersburg. Taught in Russian. Prerequisite: Russian 64 or equivalent. Instructor: Staff. One course. C-L: Comparative Area Studies, Film/Video/Digital

136. Eastern European Cultures in Transition. CCI, CZ Aspects of cultures and mentalities in the Eastern European culture after the fall of communism: the Eastern
European culture in search of individual and regional identity; Eastern Europe and globalization. Consideration of particular countries (Poland, Romania, Russia). Instructor: Staff. One course.

137. Multinationalism and Multiculturalism in the Slavic World. CCI, CZ The twentieth century aspiration that peoples of different nationalities, different religions, and different cultural and linguistic backgrounds can live in harmony within the same borders. Great Power policies at beginning of century in Habsburg Empire, in Imperial Russia. Post-World War I experiments such as Yugoslavia, Czechoslovakia failed Polish East European federalism and Soviet Union's "solution" to multi-nationalism. The fragmentation of the end of the century and resultant problems of ethnic rights on political and economic stability. Instructor: Staff. One course. C-L: History 140B


144. Tolstoy and the Russian Experience. ALP, CCI, CZ, EI Historical approach to Tolstoy's depictions of major societal and ethical issues (e.g., war, peace, marriage, death, religion, relationships). Culture of salons, print culture, censorship, and changing political climate. Central questions on the relationship of fiction and history: uses of fiction for understanding history and dangers of such an approach. Readings include selected fiction of Tolstoy, excerpts from journals and letters, and critical and historical accounts of nineteenth-century Russia. Instructor: Gheith. One course. C-L: History 144B

145. Theory and Practice of Translation. CCI, FL Detailed study of the American, European and Slavic scholarly literature on translation combined with close analysis of existing literary and journalistic translations and a program of practical translation projects from English to Russian and Russian to English. Instructor: Flath. One course.

148. Ethnography of Postsocialism. CCI, CZ, SS Fundamental questions resulting from the collapse of the Soviet Union: the influence of socialist-era institutions and ideologies on efforts to create (or adapt to) a new kind of society; the "transition to capitalism" as perceived by particular groups of people. Focused primarily, though not exclusively, on Russia. Instructor: Staff. One course.

149S. Russian Culture in the Era of Terror: A Reexamination. ALP, CCI, CZ, R Readings from various sources, such as recently published diaries and literary works; film and other critical and historical material. The era of the great terror' (1934-39) seen through cultural production, its reception through everyday life narratives and contemporary ideology critique. Taught in English. Also taught as History 195S. Instructor: Gheith. One course. C-L: Comparative Area Studies, Marxism and Society

153. Plays Into Film. ALP One course. C-L: see Theater Studies 175; also C-L: English 188, Literature 131A

154. Soviet Propaganda. ALP, CCI, CZ The manipulation of all types of Soviet media from the origins of the Bolshevik state to the start of World War II. The influences from Tsarist propaganda; key themes from the Soviet era such as the cults of Lenin and Stalin; ideas about progress and technological change as well as the Soviet place in the modern world; the development of a new type of citizen; and ethnic relations in the USSR. Readings and discussions in English. C-L: Russian 154. Instructor: Staff. One course. C-L: History 154A

155. Special Topics in Russian and American Culture. CCI Addresses the broad, interdisciplinary issue of identity and otherness while studying specifically what happens when the cultures of Russia and the United States come into contact. Taught in English. Instructor: Van Tuyl. One course. C-L: Comparative Area Studies
156. Twentieth-Century Russian Women. ALP, CCI, CZ Issues of gender and society in Russia in the twentieth century. Readings include autobiographical writings, works of fiction, and selected historical sources. Taught in English. Instructor: Staff. One course.

157S. Law, Culture, and the Russian Legal Tradition. CCI, CZ, EI, SS The development of the Russian legal tradition, with particular emphasis on the historical, ethical and cultural factors that have contributed to its emergence, comparing the Russian tradition with the Western legal tradition. How law, lawyers, and legal institutions have been portrayed and perceived in Russian popular culture, especially Russian literature, including the relationship between secular legal institutions and the Russian Orthodox Church. Taught in English. Open only to students in the FOCUS Program. Instructor: Newcity. One course. C-L: Public Policy Studies 131S, Comparative Area Studies

158. The Russian Novel. ALP, CCI, R Close reading of Tolstoy’s Anna Karenina, Dostoevsky’s Possessed, Andrey Bely’s Petersburg, Bulgakov’s Master and Margarita, Nabokov’s The Gift, and Makine’s Memoirs of my Russian Summers. Discussions will focus on these representative writers' changing perceptions of, and responses to social and ethical issues and of creativity, itself, as the genre evolved in the modern times between the 1870s and now. Final research paper required and can include in-depth discussion of one of the works or the comparison of one or more aspects of several texts. Taught in English. Instructor: Mickiewicz. One course.

160. The Classics of Russian Twentieth-Century Literature. ALP, CCI, CZ Prose works that marked the canon and anticanon of twentieth-century Russia. Readings include: Petersburg (A. Bely), Mother (M. Gorky), Envy (Yu. Olesha), How the Steel Was Tempered (N. Ostrovsky), The Master and Margarita (M. Bulgakov), Doctor Zhivago (B. Pasternak), One Day in the Life of Ivan Denisovich (A. Solzhenitsyn), and The Long Goodbye (Yu. Trifonov). Contrastive analysis of Russian, American and European literatures of the 20th century. Taught in English. Instructor: Staff. One course. C-L: Comparative Area Studies

163. Art and Dissidence: The Films of Tarkovsky, Kubrick, Kurosawa, and Lynch. ALP, CCI, CZ Post-World War II Soviet and United States identity and culture explored through the lens of dissident film art; the use of inter-textuality and contrasting media to critique culture film and visual art studied in relation to other modern, post-modern, positivist modes of expressing and constructing knowledge. Instructor: Gheith. One course. C-L: English 118, Film/Video/Digital

166. Tolstoy and Dostoevsky. ALP, CCI Selected representative short works and most of the major novels of Leo Tolstoy and Fyodor Dostoevsky. The great issues and their vivid dramatization will be considered in the light of the author's irreconcilable approaches to the human condition, culture, artistic goals, and narrative technique. Not open to students who have taken this course as 49S or have taken Russian 175 or 176. Instructor: Staff. One course.

167. The Devil in Russian Literature. ALP, CCI The symbolic and metaphorical system that surrounds the image of the Fiend; the figure of the Devil in his various manifestations through Russian folklore, culture, and literature. Taught in English. Instructor: Staff. One course.

170. Russian Dissident and Emigré Literature. ALP, CCI The literature of opposition in Russia during the nineteenth and twentieth centuries, from Chaadaev and Chernyshevsky to Grossman, Solzhenitsyn, and Zinoviev. Taught in English or Russian. Instructor: Staff. One course. C-L: Comparative Area Studies

172S. Pushkin and His Time. ALP, CCI, W Pushkin and the literary revolution around 1830. Prose works (The Tales of Belkin, The Queen of Spades, The Captain’s Daughter) and major lyrical poetry. Taught in English. Instructor: Gheith or Van Tuyl. One course. C-L: Comparative Area Studies

175. Tolstoy. ALP, EI, W Introduction to life, works, and criticism. Readings include: War and Peace, Anna Karenina, shorter fiction, dramatic works and essays. Analysis of Tolstoy's views on the importance of ethics and the structure of society. Taught in English. Instructor: Van Tuyl. One course. C-L: Comparative Area Studies


177S. Chekhov. ALP, CCI, W Drama and prose works. Taught in English. Not open to students who have taken Drama 157S/ Russian 174S (Chekhov). Instructor: Flath. One course. C-L: Theater Studies 122S, Comparative Area Studies

183. Post-Stalinist and Contemporary Soviet Literature. ALP, CCI Literature of the thaw after Stalin, the young prose, little realism, new modernism, and rural prose. Authors include Aksyonov, Trifonov, Baranskaya, Bitov, Solzhenitsyn, Rasputin, Shukshin, and Zalygin. Taught in English. Instructor: Staff. One course. C-L: Literature 164A, Comparative Area Studies

191. Independent Study. Directed reading in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open only to qualified students by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

192. Independent Study. See Russian 191. Open only to qualified students by consent of instructor and director of undergraduate studies. Instructor: Staff. One course.

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


195. Advanced Russian. CCI, FL Intensive exposure to Russian word formation with an emphasis on the students' refinement of oral and written language skills. Development of discourse strategies and writing style through textual analysis, compositions and essays. Taught in Russian. Prerequisite: Russian 102S or consent of instructor. Instructor: Maksimova. One course. C-L: Comparative Area Studies

196. Advanced Russian: Readings, Translation, and Syntax. CCI, FL Intensive reading and conversation with emphasis on the analysis of twentieth century Russian literary and culture texts. Russian media, including television and films. Prerequisite: Russian 195 or consent of instructor. Instructor: Maksimova. One course. C-L: Comparative Area Studies

197. Russian Poetry. ALP, CCI, FL Focus on nineteenth and twentieth centuries, including the Golden Age and the Silver Age. Authors include Pushkin, Lermontov, Bely, Blok, Akhmatova, Tsvetaeva, Mandelshtam, Pasternak, and Mayakovsky. Taught in English or Russian, according to students' Russian language proficiency. Russian texts. Instructor: Staff. One course.

198. Russian Stylistics and Conversation. ALP, CCI, FL, W Refinement of stylistic control and range in spoken and written Russian through intensive textual analysis,
including literary (prose and poetry) texts, popular and scholarly journals, and film. Emphasis on fluent discursive skills, as well as development of expository prose style and rhetorical strategies. Taught in Russian. Prerequisite: Russian 195 and 196, or consent of instructor. Instructor: Maksimova. One course.

199. Russian Stylistics and Conversation. ALP, CCI, FL, W Continuation of Russian 198. Prerequisite: Russian 195 and 196, or consent of instructor. Instructor: Maksimova. One course.

For Seniors and Graduates

202. Semiotics of Culture. ALP, CCI, CZ, R The theory of literature, arts, ethnicity, modernity, and culture from a cross-cultural perspective. Texts include the critical works of Lotman and the Tartu School, Bakhtin, Eco, Kristeva, Voloshinov, Medvedev, Barthes, Todorov, Jakobson, Ivanov, and Sebeok, as well as authentic culture texts from Slavic and European traditions. Research project required. Instructor: Andrews. One course. C-L: Cultural Anthropology 202, English 206


206. Russian Modernism. ALP, CCI Russian culture between the 1890s and the 1920s, including visual, musical, literary arts, and developments ranging from Neo-Christian mysticism, cosmism, synthesis of the arts, and revolutionary activism. Focus on literary-philosophical thought of that period. Taught in English. Instructor: Mickiewicz. One course.

208. Stylistic and Compositional Elements of Scholarly Russian. CCI, FL Intensive study of Russian scholarly and scientific texts from a variety of disciplines, including biology, business, anthropology, economics, law, history, mathematics, physics, political sciences, sociology, psychology, linguistics, and literary criticism. Mastery of stylistic and discourse strategies. Analysis of cultural patterning in textual construction in the humanities, social and natural sciences. Taught in Russian. Prerequisite: Russian 64 or consent of instructor. Instructor: Maksimova. One course.

211. Legal and Business Russian. CCI, CZ, EI, FL Analysis of Russian language and culture in the area of legal studies and conducting business in or with Russia and other Commonwealth of Independent States countries. Primary materials include legal codes, law journals, contracts, advertising, financial documents, redactions of the Soviet and Russian constitutions (1905-present). Specific attention given to the analysis of evolution of property and ownership legislation, the workings of the legislative, executive and judicial branches of the Russian Federation government and contrastive analysis of Soviet, Russian (and where relevant Western) systems of jurisprudence. Taught in Russian. Prerequisite: Russian 102S or equivalent. Instructor: Andrews or Maksimova. One course.

215. Theory and Methods of Comparative Linguistics. (QID) CCI, R, SS Diachronic and synchronic approaches to the study of comparative linguistics in phonology, morphology, morphophonemics, syntax, and lexical categories in the context of the world’s languages. Both Indo-European and non-Indo-European languages. Topics include theories of reconstruction, languages in contact, abductive processes, questions of linguistic typology and cultural-based approaches to the analytical study of human languages. Research project required. Instructor: Andrews. One course.

243. Contemporary Russian Culture: Detective Novels and Film. ALP, CCI, CZ, FL

244. Tolstoy and the Russian Experience. ALP, CCI, CZ, EI Historical approach to Tolstoy's depictions of major societal and ethical issues (e.g., war, peace, marriage, death, religion, relationships). Culture of salons, print culture, censorship, and changing political climate. Central questions on the relationship of fiction and history: uses of fiction for understanding history and dangers of such an approach. Readings include selected fiction of Tolstoy, excerpts from journals and letters, and critical and historical accounts of nineteenth-century Russia. Similar to Russian 144 but requires additional assignments. Instructor: Gheith. One course.

245. Theory and Practice of Translation. CCI, FL Detailed study of the American, European, and Slavic scholarly literature on translation combined with close analysis of existing literary and journalistic translations and a program of practical translation exercises and projects from English to Russian and Russian to English. Prerequisite: three years of Russian language study or consent of instructor. Instructor: Flath. One course.


256. The Russian Novel. ALP, CCI, R Close reading of Tolstoy's Anna Karenina, Dostoevsky's Possessed, Andrey Bely's Petersburg, Bulgakov's Master and Margarita, Nabokov's The Gift, and Makine's Memoirs of My Russian Summers. Discussions will focus on these representative writers' changing perceptions of, and responses to social and ethical issues and of creativity, itself, as the genre evolved in the modern times between the 1870s and now. Final research paper required and can include in-depth discussion of one of the works or the comparison of one or more aspects of several texts. Taught in English. Readings in Russian. Instructor: Mickiewicz. One course.

272S. Pushkin and His Time. CCI, FL Pushkin and the literary revolution around 1830. Prose works (The Tales of Belkin, The Queen of Spades, The Captain's Daughter) and major lyrical poetry. Taught in English. Readings in Russian. Instructor: Gheith or Van Tuyl. One course.

275. Tolstoy. ALP, EI, FL Introduction to life, works, and criticism, including Tolstoy's philosophical and ethical discourse. Readings include War and Peace, Anna Karenina, the shorter fiction, dramatic works and essays. Taught in English. Readings in Russian. Instructor: Van Tuyl. One course.


283. Post-Stalinist and Contemporary Soviet Literature. ALP, CCI, FL Literature of the thaw after Stalin: the young prose, little realism, new modernism, and rural prose. Authors include Aksyonov, Trifonov, Baranskaya, Bitov, Solzhenitsyn, Rasputin, Shukshin, and Zalygin. Readings in Russian. Instructor: Staff. One course. C-L: Comparative Area Studies

286S. Zamyatin. ALP, CCI, FL, R The novel We, short fiction, plays, and critical essays. In-depth textual analysis and study of Russian, American, and European criticism on Zamyatin, including his role in science fiction and anti-utopian literature in Russia and
the West. Readings in Russian and English. Final research project required. Instructor: Andrews or Maksimova. One course.


299. Special Topics. CCI. Non-seminar version of Russian 299S. Instructor: Staff. One course.

299S. Special Topics. CCI. Seminars in advanced topics, designed for seniors and graduate students. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED
110. Intensive Russian Composition and Readings. ALP, CCI, FL
121S. Introduction to Russian Literature. ALP, CCI, FL
122S. Introduction to Russian Literature. ALP, CCI, FL
129. Russian Orthodoxy. CCI, CZ, EI
135. Contemporary Russian Media. CCI, EI, SS
141. Teaching Practicum. FL
142. Teaching Practicum. FL
150. Russian Revolutionary Cinema. CCI, CZ
151. Fourth-Year Russian Conversation. CCI, FL
152. Fourth-Year Russian Conversation. CCI, FL
159. Women's Autobiographies in European Contexts: Telling the Self in Russia, France, and Britain. ALP, CCI
161. Masterpieces of Nineteenth-Century Russian Literature I. ALP, CCI, W
162. Masterpieces of Nineteenth-Century Russian Literature II. ALP, CCI, W
164. Symbolist Movement in Russia. ALP, CCI
165S. Old Russian Literature. ALP, CCI
168S. Russian Classical Literature and Music. CCI
169. Women and Russian Literature. ALP, CCI
173S. Gogol. CCI
178A. Russian Short Fiction. ALP, CCI
178B. Russian Short Fiction in the Original. ALP, CCI, FL
179S. Selected Topics in Russian Literature. ALP, CCI
180. Early Twentieth-Century Russian Literature: From Symbolism to the 1920s. ALP, CCI

181. The Soviet 1920s: The Road to a New Synthesis. ALP, CCI
184. Late- and Post-Soviet Literature. ALP, CCI
185S. Introduction to Slavic Linguistics. (QID) CCI, FL
186S. History of the Russian Language. (QID) ALP, CCI, FL
187. Intensive Advanced Russian. CCI, FL
188S. Advanced Russian Language and Culture. CCI, CZ, FL
189S. Advanced Russian Language and Culture. CZ
190S. Introduction to Russian Civilization. CCI, CZ
201S. Topics in Comparative Slavic Linguistics. (QID) CCI, R, SS
203S. Old Church Slavonic. (QID) FL
204S. Russian Folklore and Popular Culture. CCI, CZ, FL
207S. Semantics. (QID) R, SS
209. Intensive Advanced Stylistics. ALP, CCI, FL
210. Literature and Criticism of Socialist Realism. ALP, CCI
212S. Proseminar. ALP, CCI, R
213. Silver Age of Russian Literature. CCI
214. Gender, Nationalities, and Russian Literary Traditions. ALP, CCI, CZ
230. Soviet Cinema. ALP, CCI
240S. Russian Literary Discourse. ALP, CCI, FL
250. Trends in Russian and East European Literary Criticism and Beyond. ALP, CCI, FL
257. Law, Culture, and the Russian Legal Tradition. CCI, CZ, EI
260. Masterpieces of Nineteenth-Century Russian Literature I. ALP, CCI, FL
261. Masterpieces of Nineteenth-Century Russian Literature II. ALP, CCI, FL
264. Symbolist Movement in Russia. ALP, CCI
265S. Literature of Early Russia. CCI, FL
266S. The Sources of Modern Russian Literature: The Eighteenth Century. CCI, FL
269. Women and Russian Literature. ALP, CCI, FL
273S. Gogol. ALP, CCI, FL
275S. Chekhov. CCI, FL
278. Russian Short Fiction. ALP, CCI, FL
279S. Literature of the Former Soviet Republics. ALP, CCI, FL
280. Early Twentieth-Century Russian Literature: From Symbolism to the 1920s. CCI, FL
281. The Soviet 1920s: The Road to a New Synthesis. ALP, CCI, FL
282. Socialist Realism: Soviet Literature of the 1930s and 1940s. ALP, CCI, FL
283. Late- and Post-Soviet Literature. ALP, CCI, FL
285. Babel and the Russian-Jewish Cultural Dialogue of the Twentieth Century. CCI, FL
287S. Platonov. ALP, CCI, FL
290. Trifonov, or the Life and Death of the Soviet Intelligentsia. ALP, CCI, FL
298. Akhmatova. ALP, CCI, FL

BALTO-FINNIC (BALTFIN)
100. Duke-Administered Study Abroad: Advanced Special Topics in Balto-Finnic. CCI Topics differ by section. Instructor: Staff. One course.

Courses Currently Unscheduled
1. Elementary Estonian. FL
2. Elementary Estonian. FL
3. Elementary Finnish. FL
4. Elementary Finnish
200. Balto-Finnic Linguistics. CCI, FL

HUNGARIAN (HUNGARN)
63. Intermediate Hungarian Language and Culture. FL Focus on the study of Hungarian phonetics, grammar, discourse, textual analysis, and writing. Prerequisites: Hungarian 1 and 2 or Hungarian 14 or consent of instructor. Instructor: Staff. One course.
70. Intensive Intermediate Hungarian. FL Intensive study of Hungarian at the intermediate level. Equivalent of two semesters. Prerequisites: Hungarian 1 and 2 or equivalent. Instructor: Viktorov. Two courses.
100. Duke-Administered Study Abroad: Advanced Special Topics in Hungarian. CCI Topics differ by section. Instructor: Staff. One course.
Courses Currently Unscheduled
1. Elementary Hungarian. FL
2. Elementary Hungarian. FL

POLISH (POLISH)
1. Elementary Polish. FL Introduction to understanding, speaking, reading, and writing Polish. No preliminary knowledge of Polish necessary. Course credit contingent upon successful completion of Polish 2. Instructor: Staff. One course.
2. Elementary Polish. FL Introduction to understanding, speaking, reading, and writing Polish. No preliminary knowledge of Polish necessary. Second half of Polish 1-2; required for credit for Polish 1. Prerequisite: Polish 1. Instructor: Staff. One course.
63. Intermediate Polish. FL Intensive classroom and laboratory practice in spoken and written patterns. Readings in contemporary literature. Prerequisites: Polish 1 and 2, or consent of instructor. Instructor: Staff. One course.
64. Intermediate Polish. FL Continuation of Polish 63. Prerequisite: Polish 63 or consent of instructor. Instructor: Staff. One course.
101S. Contemporary Polish Composition and Readings. CCI, FL Advanced grammar and syntax with intense composition component. Analytical readings in the original. Prerequisite: Polish 63 and 4, or equivalent. Instructor: Staff. One course.
102S. Contemporary Polish Composition and Readings. CCI, FL Continuation of Polish 101S. Prerequisite: Polish 101S. Instructor: Staff. One course. 
175. Polish Culture from 1795 to the present. ALP, CCI, CZ, FL Polish culture and history explored largely through works of literature, especially poetry, historical readings, and several post-1945 films with based on seminal works of Polish literature or dealing with important historical events. Readings and films in Polish. Focus on Polish struggles for independence and full autonomy (the latter in the communist period 1945-1989), the growth of the modern Polish nation, the role of the Catholic Church, ethnic issues (in particular the Jews in Polish culture), gender issues, the changing self-image of Poles, dissident and Solidarity movement, and current events in post-communist Poland as a member of the European Union. Instructor: Hueckel. One course.

Courses Currently Unscheduled
14. Intensive Polish Language and Culture. FL
100. Poland in Transition. CCI
174S. Topics in Polish Literature. CCI
187. Introduction to Polish Literature. CCI

ROMANIAN (ROMANIAN)
63. Intermediate Romanian Language and Culture. FL Focus on the study of Romanian phonetics, grammar, discourse, textual analysis, and writing. Prerequisite: Romanian 14 or consent of instructor. Instructor: Staff. One course.
70. Intensive Intermediate Romanian. FL Intensive study of Romanian at the intermediate level. Equivalent of two semesters. Prerequisite: Romanian 14 Instructor: Staff. Two courses.
101S. Contemporary Romanian Composition and Readings. CCI, FL Advanced grammar and syntax with intense composition component. Analytical readings in the original. Prerequisite: Romanian 70 or equivalent. Instructor: Staff. One course.
102S. Contemporary Romanian Composition and Readings. CCI, FL Continuation of Romanian 101S. Prerequisite: Romanian 101S. Instructor: Staff. One course.

SERBIAN AND CROATIAN (SERBCRO)

100. Duke-Administered Study Abroad: Advanced Special Topics in Serbian and Croatian. CCI Topics differ by section. Instructor: Staff. One course.

Courses Currently Unscheduled
1. Elementary Serbian and Croatian. FL
14. Intensive Elementary Serbian and Croatian. FL
63. Intermediate Serbian and Croatian. FL
70. Intensive Intermediate Serbian and Croatian. FL

TURKISH (TURKISH)

1. Elementary Turkish. FL Introduction to understanding, speaking, reading, and writing Turkish. Course credit contingent upon successful completion of Turkish 2. Instructor: Staff. One course.
2. Elementary Turkish. FL Introduction to understanding, speaking, reading, and writing Turkish. Second half of Turkish 1-2; required for credit for Turkish 1. Prerequisite: Turkish 1. Instructor: Staff. One course.
14. Intensive Turkish Language and Culture. FL Introduction to Turkish comprehension, speaking, writing, reading, and cultural acquisition. Instructor: Staff. Two courses.
63. Intermediate Turkish. FL Classroom and laboratory practice in spoken and written patterns. Readings in contemporary literature. Prerequisites: Turkish 1 and 2, 14, or consent of instructor. Instructor: Staff. One course.
70. Intensive Intermediate Turkish. FL Intensive study of Turkish at the intermediate level. Equivalent of two semesters. Prerequisite: Turkish 1 and 2, or 14. Instructor: Staff. Two courses.
101S. Contemporary Turkish Composition and Readings. CCI, FL Advanced grammar and syntax with intense composition component. Analytical readings in the original. Prerequisite: Turkish 70 or equivalent. Instructor: Staff. One course.
102S. Contemporary Turkish Composition and Readings. CCI, FL Continuation of Turkish 101S. Prerequisite: Turkish 101S. Instructor: Staff. One course.
120S. From Ottoman Empire to Turkish Empire: Narrative and Culture. ALP, CCI, CZ Twentieth-century Ottoman/Turkish culture examined through Turkish literature in translation. Primary focus on the Turkish Republic's love-hate relationship with Ottoman cultural past through poetry, prose, and autobiography. Historical background, cultural revolution, nationalism, identity, colonialism, and orientalism. Knowledge of Turkish not required. Instructor: Goknar. One course. C-L: Asian & African Languages and Literature Studies 127S
135. Identity and Cultural History: The Ottoman Context. ALP, CCI, CZ, R Readings in history, cultural studies, and literature to examine transformation in Ottoman identity during rise and decline of empire. Topics include Islam, art and architecture, historiography, and ethnicity. Social and political forces that led to Ottoman successes and failure, including religious tolerance, military power, and Capitulations. Interdisciplinary focus. Taught in English. Instructor: Goknar. One course. C-L: Cultural Anthropology 152, Religion 161F, History 141A
195. Advanced Turkish. CCI, FL Intensive reading and conversation with emphasis on analysis of contemporary Turkish literary and cultural text. Refinement of oral and written language skills. Turkish media, including television and films. Prerequisite: Turkish 102S or consent of instructor. Instructor: Goknar. One course.
196. Advanced Turkish: Readings, Translation and Syntax. CCI, FL Continuation of Turkish 195. Prerequisite: Turkish 195 or consent of instructor. Instructor: Goknar. One course.


UKRAINIAN (UKRAIN)

100. Duke-Administered Study Abroad: Advanced Special Topics in Ukrainian. CCI Topics differ by section. Instructor: Staff. One course.

Courses Currently Unscheduled

1. Elementary Ukrainian. FL
2. Elementary Ukrainian. FL
187. Introduction to Ukrainian Literature. CCI

THE MAJOR

Major Requirements. A minimum of ten courses in the department, eight of which must be at the 100 level or above. All majors must take the following courses: Russian 63, 64, 101S, 102S, 195, 196 or equivalent. Each major is additionally required to take four courses, of which at least two have a primary focus on Russian literature. The department urges students to consider coursework that would include at least one 200-level course.

Departmental Graduation with Distinction

The department offers work leading to Graduation with Distinction. See the section on honors in this bulletin and the departmental director of undergraduate studies.

THE MINOR

Requirements. Five courses, three of which must be at the 100 level or above. Completion of at least two semesters of Russian language required.

Sociology (SOCIOL)

Professor Morgan, Chair; Professor DiPrete, Director of Undergraduate Studies; Lecturer Bach, Associate Director of Undergraduate Studies; Professors George, Gereffi, Gao, Land, Lin, McPherson, O’Rand, Simpson, Smith-Lovin, Spenser, Tiryakian, Twine, Wilson, and Zhou; Assistant Professors Brady, J. Cook, Hughes, Parrado, and Shanahan; Professors Emeriti Maddox, Preiss, and Smith; Professor of the Practice Merkx; Adjunct Professors Carroll (divinity), P. Cook (public policy), Lewin (business), O’Barr (cultural anthropology), and Payne (history); Adjunct Associate Professor Gold (psychiatry and aging center); Adjunct Research Professor Manton (demographic studies); Adjunct Assistant Professor of the Practice Brown (public policy); Lecturer Williams

A major or minor is available in this department.

Sociology combines an appreciation of human beings’ capacity for self-realization with a scientific understanding of the causes and consequences of their social behavior. Each course aims to develop both the analytical and critical skills necessary for understanding and evaluating social institutions and social change. Emphasis is upon contemporary research and the use of sociological data in tackling social problems. Active involvement in the learning process is fostered through seminars, independent study, honors work, and internships.
10D. Introduction to Sociology. SS Structure and dynamics of groups, organizations, and institutions; social behavior over the life cycle; social control and deviance; population and social ecology; formation and change of societies. Instructor: Staff. One course.

11. Contemporary Social Problems. (QID) CCI, SS Comparative analysis of social problems across historical periods, nations, and social groups by gender, race/ethnicity, social class, and culture. Major topics: deviant behavior, social conflict and inequality, and human progress and social change. Emphasis on research issues, especially how and to what degree the understanding of social problems is a direct result of the inductive processes used to define social problems and the research methods and procedures used to investigate them. Instructor: Land. One course.

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.


98. Introduction to Canada. SS One course. C-L: see Canadian Studies 98; also C-L: History 98, Political Science 98, Comparative Area Studies

99S. Psychosocial Development of the Mind Through the Life Course. CCI, SS One course. C-L: see Psychology 99KS

100. Duke-Administered Study Abroad: Advanced Special Topics in Sociology. CCI, SS Instructor: Staff. One course.

101AS. Contemporary American Society. CCI, R, SS Domestic issues that have challenged American society, including social inequality, immigration, ethnic and racial strife, crime, and problems of children, work and business, and health. New issues, including problems of the elderly, the family, environment and other ecological issues. How these problems arise from the structure of American society and how their effects differ over time and place and among social groups. Individual and team research projects required. Open only to students in the Twentieth Century America FOCUS Program. Instructor: Morgan or Spenner. One course.

101BS. Biology and Society. R, SS, STS The reciprocal relationships between the biological sciences and social institutions studied through historical and contemporary cases of biological technologies in their social contexts. Only open to students in the FOCUS program. Instructor: O’Rand. One course.

101HS. U.S. Latinos in Sociological Perspective: Immigration and Adaptation. CCI, SS The sociological aspects of Latin American immigration to the United States. The historical origins of the migration flow as well as its current characteristics. Problems that immigrants face as they struggle to incorporate into United States society, the impact that migration has on the native-born population of the United States particularly other minority groups, and the impact on the sending countries and communities. The changes that migration engenders in individuals and families, such as its effect on social mobility and gender relations; the heterogeneity of the Latino population. Open only to students in the FOCUS program. Instructor: Parrado. One course.

106. Social Psychology. (QID) SS One course. C-L: see Psychology 116; also C-L: Women’s Studies


110. A-E. Comparative Sociology: Selected Areas. CCI, SS Comparative studies of selected areas of the world, considering differences and similarities in culture and communication, family, law and social control, urban forms and the organization of work. Areas vary each semester offered and are designated by letter. A. Africa B. Asia C. Europe D. Latin America E. Cross-Regional Instructor: Gao, Gereffi, Lin, Parrado, or
Tiryakian. One course. C-L: Comparative Area Studies, Markets and Management Studies

111. Social Inequality: An International Perspective. CCI, SS The nature, forms, and socioeconomic bases of inequality. Age, gender, race, ethnicity, class, region, and family as dimensions of inequality. Variations in the structure of inequality over time and across nations. How educational institutions, economic development, work institutions, and state welfare programs affect the shape of inequality. Social inequality and social mobility. Instructor: DiPrete or O'Rand. One course. C-L: Women's Studies

112. American Demographics. (QID) EI, R, SS Population growth and its components—mortality, fertility and migration. Focus on what is general/unique about the demography of the United States in comparison to other countries. Demographic techniques and data, their usefulness and limitations. Historical, social, political, and economic roots of scientific research on population growth and its consequences. Ethical and political issues related to population growth and its components within a policy context. Three demographic projects required. Instructor: Land or Morgan. One course. C-L: Health Policy, Markets and Management Studies

114. Cybernetworks and the Global Village. (QID) CCI, CW, SS, STS Development and trends in internets as they affect the formation and organization of emerging social structures. Trends in both new, transnational social orders and segmenting of existing social orders. Multiple societies and the extent to which inequality in access to and participation in the cybernetworks reflects cultural, social, economic, and political implications. Emphasis on special research designs, methodologies (network analysis), and data sources necessary for research on cybernetworks. Prerequisite: internet experience. Instructor: Lin. One course. C-L: Information Science and Information Studies, Markets and Management Studies

116. Comparative Race and Ethnic Studies. CCI, EI, R, SS The social, legal and cultural construction of racial and ethnic hierarchies in a comparative international context with the United States and the United Kingdom of central analytical concern. Racial formation and racial segregation in specific historical and national contexts including the normative case of the Anglo-Saxon core in the United States and how its dominance has led to patterns of ethnic antagonism and discrimination; the historical context of racial stereotypes and their representation in various mediums. Social justice movements and public policies designed to challenge racial and ethnic domination including controversial topics such as "positive discrimination" (United Kingdom) and Affirmative Action (United States/ South Africa). May include comparative case studies from India, South Africa, Brazil, and continental Europe. Instructor: Twine. One course. C-L: African and African American Studies


119. Juvenile Delinquency. (QID) CCI, EI, SS The concept and measurement of delinquency and status offending; trends and patterns in the delinquency rate. Theoretical models used to explain the onset of delinquent behavior; environmental and individual correlates of delinquency such as gender, race, and social class; influence of families, delinquent subcultures, gangs, schools, and drugs; history of juvenile justice and the philosophy and practice of today's juvenile justice system; legal and ethical issues such as major court decisions on juveniles' rights, the use of detention, and transfer to adult court; models of sentencing, juvenile incarceration, and community treatment programs and their efficacy. Instructor: Land or Williams. One course.

120. Causes of Crime. (QID) EI, SS The field of criminology and its most basic concepts: the definition of crime, the component areas of criminology, the history of criminology, criminological research methods, and the ethical issues that confront the field. The
nature, extent, and patterns of crime, including victimization. Evaluation of criminological theories, including: biological, psychological, sociological, and cultural deviance theories; criminal behavior including violent crime, property crime, white-collar and organized crime, public order crimes, sex offenses, and substance abuse; the justice process, including police, courts, and corrections; the policy implications of criminological research. Instructor: Land or Williams. One course.

121. Eastern Europe in Transition: Markets, Media, and the Mafia. CCI, CZ, SS One course. C-L: see Russian 125; also C-L: Policy Journalism and Media Studies

122. Punishment and Treatment of Deviants. CCI, EI, SS The history, philosophy, and procedures of punishment and treatment. The development of the penal system; the structure and operation of "total institutions" such as prisons and hospitals; the various sanctions. The issues and problems confronting both inmates and staff in contemporary prisons and concerns related to the imprisonment of women; the rights of prisoners and crime victims, the release of offenders and their return to society; current punishment and treatment of those defined as criminals within the context of what goal is intended; comparison of punishment and treatment procedures or programs in different parts of the world with the United States. Instructor: Williams or staff. One course.


125. Comparative Approaches to Global Issues. CCI, CZ, SS One course. C-L: see Comparative Area Studies 125; also C-L: Cultural Anthropology 125, History 137, Political Science 125, Religion 183, Marxism and Society

126. The Challenges of Development. CCI, EI, SS Diverse perspectives on economic development and theories concerning the role of transnational corporations and international financial institutions (for example, World Bank) in developing nations, assessed with the aid of sociological and economic data. Comparison of different countries and world regions in terms of their historical trajectories, development strategies and current challenges in economic and social development, broadly conceived in terms of material circumstances, political economies, and quality of life. Instructor: Gereffi or Parrado. One course. C-L: Comparative Area Studies, Latin American Studies

127. The Latino Population in the U.S. CCI, SS Focuses on the economic and sociological aspects of Hispanic immigration and assimilation in the United States. Topics include: construction of Hispanic identity, the history of US Hispanic immigration, Hispanic family patterns and household structure, Hispanic educational attainment, Hispanic incorporation into the US labor force, earnings and economic well-being among Hispanic-origin groups, assimilation and the second generation. Instructor: Parrado. One course.

129. Gender, Work, and Organizations. CCI, SS Research and theories on gender issues in the work organization. The socio-historical causes of gender segregation in the workplace and the contemporary consequences for wages and occupational status. Organizational and governmental work and family policies. Case studies of specific work organizations with gender-related problems are utilized in group projects and presentations. C-L: Markets and Management Studies. Instructor: Bach or staff. One course.

132. Methods of Social Research. (QID) R, SS, W Principles of social research, design of sociological studies, sampling, and data collection with special attention to survey techniques. Instructor: Brady, George, Hughes, or Lin. One course.

136. Urban Education. CCI, SS One course. C-L: African and African American Studies
147, Education 147
138D. History of Social Thought. CCI, SS Selective survey of major classical and modern social theorists from the Enlightenment to the present. Attention to theories seeking to follow models of the natural sciences and those seeking a more critical and interpretive understanding of modern society. Sociological theory in relation to other modern currents, such as conservatism, socialism, existentialism, anti-colonialism, feminism, post-modernism. Two lectures and one discussion. Instructor: Shanahan or Wilson. One course.
139. Marxism and Society. SS One course. C-L: see Cultural Anthropology 139; also C-L: Education 139, History 186, Literature 181A, Comparative Area Studies, Marxism and Society
140. Ethics in Management. EI, SS The meaning of moral values and their application to effective management and the role of business in society. Basic ethical questions of beneficiary, justice, and rights. How various ethical theories apply to concrete issues such as the profit motive, insider trading, affirmative action, and employer/employee relations. Instructor: Hull. One course. C-L: Markets and Management Studies
140S. Ethics in Management. EI, SS Seminar version of Sociology 140. Instructor: Staff. One course.
141. Consuming Passions. EI, R, SS How sociological theories and methods of analysis aid understanding of the causes and consequences of consumption in modern life, ranging from ethnographic observations of collecting to social surveys of shopping habits. The ethics of a culture where everything has its price and of a global order where consumerism is threatening local cultures. Research paper required. Instructor: Gao or Wilson. One course. C-L: Markets and Management Studies
142D. Organizations and Global Competitiveness. CCI, R, SS, STS Competition among national economies as understood in the context of social factors such as ethnicity, kinship, gender, and education, with a special emphasis on how technological change is reshaping the social, political, and economic bases of international competitiveness. Global industries in various regions of the world. Two research papers required, at least one of which involves the analysis of international trade data. Instructor: Gereffi. One course. C-L: Comparative Area Studies, Markets and Management Studies
144. Technology and Organizational Environments. CCI, R, SS, STS How organizations (governments, private corporations, and non-profit organizations) are affected by the social, technological, and cultural environments in which they operate. Emphasis on how United States and Japanese cultures generate different modes of organization and differing environmental facilitators and obstacles. Competitive strategies (for example, mergers and takeovers) and the impact of technology on organizational structures (for example, the rapid diffusion of information technology). Research paper required, using either quantitative evidence or a case study approach. Instructor: Gao or staff. One course.
145. Nations, Regions, and the Global Economy. CCI, R, SS The changing configuration of global capitalism, with emphasis on comparing global regions of North America, Latin America, Europe, Africa, and Asia. The internal dynamics of these regions, including the development strategies of selected nations, interregional comparisons (for example, regional divisions of labor, state-society relationships, the nature of their business systems, quality of life issues). Research paper required. Instructor: Gereffi or Shanahan. One course. C-L: Comparative Area Studies, Markets and Management Studies
147. Business in Literature. ALP, SS The image of business as presented in serious and popular literature; the impact such portrayals have on business and society. An understanding of the basic ideas behind novels and movies that present executives as
heroes, ordinary people, and villains. Instructor: Hull. One course. C-L: Markets and Management Studies

148. Demography for Business and Policy. (QID) SS An introduction to applied demography and its uses for business and public policy. Applied demography used to makereal-world decisions such as selecting an optimal store site, assessing the demands for health services, and quantifying the impact of employees' families on the cost of providing health care benefits. The tools needed to apply standard demographic methods to business and public policy decisions, which tools include empirical analysis techniques, estimating and projecting populations, types and sources of relevant data, and ways to present data and findings clearly and concisely. Emphasis on "hands on" applications of demographic techniques to real world problems. Instructor: Hughes or Morgan. One course. C-L: Markets and Management Studies

149. Sexuality and Society. CCI, EI, SS Sociocultural factors affecting sexual behavior. Changing beliefs about sex; how sexual knowledge is socially learned and sexual identities formed; the relation between power and sex; control over sexual expression. Instructor: Bach or staff. One course. C-L: Women's Studies

150. The Changing American Family. (QID) CCI, R, SS The American family, its composition, functions, organization and perceived importance in the lives of people and in society. Changes -- especially the separation of marriage, childbearing, and child rearing -- examined with a view toward understanding the social forces behind them and the personal and social problems that arise in conjunction with the changes. Comparisons across social classes and ethnic and racial groups at different historic periods to show variations in their susceptibility to forces of change. Instructor: DiPrete, Hughes, or Morgan. One course. C-L: Women's Studies


152. Sociology through Photography. ALP, SS One course. C-L: see Documentary Studies 146S

153. Sport and Society. (QID) EI, R, SS Sport roles and sport institutions examined using the sociological perspective to help explain different patterns of involvement in sport, the social forces that have created sports organizations, and the consequences of sports participation. The ethical consequences of the modern pressures on athletes in schools and colleges and the commercialism of professional sport. Research paper required. Instructor: Wilson. One course.


155. Organizations and Management. (QID) SS, STS Dimensions and aspects of modern organizations and concepts and tools for analyzing them. Special attention to the impact of changing social and technological environments on the evolution of organizational structures and strategies and on issues related to business ethics. The structure and operation of organizations; how organizations are managed by analyzing processes of organizational decision making; business case studies as illustrative of the concepts and the analytical tools. Instructor: Brady, DiPrete, or Zhou. One course. C-L: Markets and Management Studies, Women's Studies

156. Global Contexts of Science and Technology. CCI, R, SS, STS National variations in the structure of scientific systems, and their consequences for the production and application of scientific knowledge. Particular attention to how these differences are
shaped by cultural values and social institutions based on those values (politics, economics, education). Focus on recent developments in the biomedical sciences, such as genetic engineering and bio-ecology, and how they are incorporated into the scientific agendas of different cultures. Requires research paper addressing cross-cultural comparisons in the context of a selected scientific principle or technological development. Instructor: O’Rand. One course. C-L: Information Science and Information Studies, Markets and Management Studies

158. Markets and Marketing. CCI, R, SS, STS Markets as systems of social exchange: their organization and development with special reference to the role of technological change in market evolution in various parts of the industrialized world. Sociological analysis of contemporary marketing including cross-national comparisons and the role of internet technologies; researching and preparing a marketing plan. Coverage of marketing includes attention to issues of values and ethics. Instructor: DiPrete or Spenner. One course. C-L: Markets and Management Studies

159. The Sociology of Entrepreneurship. (QID) CCI, SS Analysis of the psychological, religious, cultural, economic, political, and historical roots of entrepreneurship. Supply side and demand side perspectives. How to interpret theories at multiple levels of analysis to understanding entrepreneurship. Examines research on new business formation and the likelihood of success. Instructor: Staff. One course. C-L: Markets and Management Studies

160. Advertising and Society: Global Perspective. CCI, SS One course. C-L: see Cultural Anthropology 110; also C-L: English 120, Linguistics 120, Canadian Studies, Comparative Area Studies, Film/Video/Digital, Markets and Management Studies, Policy Journalism and Media Studies, Women’s Studies

160D. Advertising and Society: Global Perspective. CCI, SS One course. C-L: see Cultural Anthropology 110D; also C-L: English 120D, Linguistics 120D, Canadian Studies, Comparative Area Studies, Film/Video/Digital, Markets and Management Studies

161. Adulthood and Aging. EI, SS, W Sociological and psychological perspectives on aging, from adolescence through old age and death; demography of human aging; problems caused by increased longevity; policy issues. Instructor: George, Gold, or O’Rand. One course. C-L: Markets and Management Studies

162. Health and Illness in Society. CCI, EI, R, SS The history of medicine and religion’s role in medicine. Interpretive ways of understanding the meaning of illness and religious practices within a social context. Definitions of the self and identity across historical time periods and across nations as linked to health and illness behaviors. Distribution of diseases within society, power relations between majority and minority group members, and health care systems around the world. The situational, structural, cultural, and environmental factors that influence health care policy in five nations, including the United States. The ethical dilemmas facing physicians and their patients. Research paper required. Instructor: Lin. One course. C-L: Health Policy

163. Aging and Health. EI, SS, W Illness and health care utilization among the elderly, comparison to other populations, gender and race differences, medicare and medicaid, individual adjustment to aging and illness, social support for sick elderly, the decision to institutionalize, policy debate over euthanasia. Instructor: George or Gold. One course. C-L: Health Policy

167. The Social Bases of Politics. SS Political power, state action, political mobilization, and policy formation seen through the lens of sociological theory and research. Instructor: Cook. One course.

168. Business and Politics in American Society. EI, R, SS The impact of business on American politics. Theories of political pluralism, state autonomy, capitalist imperatives, and elite domination; sources of corporate political community including shared interest, social class, and interlocking directives; avenues of influence including campaign contributions, lobbying, think tanks, advisory boards, and social networks. Development of research skill through team-based projects. Discussion and debate of ethical implications for business and policy leaders of the future. Instructor: J. Cook. One course. C-L: Markets and Management Studies

169. Psychosocial Aspects of Human Development. CCI, EI, SS One course. C-L: Human Development 180, Psychology 130

171. Comparative Health Care Systems. CCI, EI, SS One course. C-L: see Public Policy Studies 178; also C-L: Political Science 188, Canadian Studies, Comparative Area Studies, Health Policy

173. Social Conflict and Social Movements. CCI, EI, R, SS Theories and current research in the United States and Europe on a variety of social movements and cycles of social protest, such as student movements, civil rights, liberation movements, secession movements in Western and non-Western countries, ethnic nationalism, fundamentalism, the women's movement, and the environmental movement. The values of social movements that are in opposition to the prevalent norms and institutions of society. Research paper required. Instructor: Shanahan or Wilson. One course.

184S. Canadian Issues. CCI, SS One course. C-L: see Canadian Studies 184S; also C-L: Cultural Anthropology 184S, History 184S, Political Science 184S, Comparative Area Studies

190A. Sociology Honors Seminar. R, SS Honors seminar for senior sociology major. Intensive research experience including topic selection, research design, data collection and analysis resulting in substantial, original paper. Research guidance and support provided by instructor and faculty advisor. Consent of instructor required. Instructor: Staff. One course.

190B. Sociology Honors Seminar. SS, W Continuation of Sociology 190A. Consent of instructor required. Instructor: Staff. One course.

192. Independent Study for Nonmajors. Individual research and reading in a field of special interest, under the supervision of facility member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open to qualified juniors and seniors. Consent of instructor and Director of Markets and Management Studies. Does not count toward the Sociology major. Instructor: Staff. One course.

193. Independent Study. Directed reading or individual projects under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

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

195S. Seminar in Special Topics. Instructor: Staff. One course.

196S. Seminar in Special Topics. Instructor: Staff. One course.
197S. Seminar in Special Topics. Instructor: Staff. One course.

198. Special Topics in Sociology. Topics vary each semester. Instructor: Staff. One course.

199S. Sociology Internship. EL, R Open only to sociology majors and minors. Requires eight to ten hours per week working in a community service agency; specific internship placement arranged with instructor to meet student's interest. Students keep a journal detailing their activities at the agency and verbally reflect on their experiences in seminar meetings. Topics include sociological issues related to organizations, work, diversity and inequality. Research paper required. Instructor: Bach or staff. One course.

For Seniors and Graduates

206. Sociological Theory. (QID) SS Structure, foundations, and historical antecedents of recent formulations of such theoretical approaches as phenomenological sociology, exchange theory, critical theory, structuralism, neo-Marxist sociology, sociobiology, and action theory. Instructor: Tiryakian or Wilson. One course.

208. Survey Research Methods. (QID) SS Theory and application of survey research techniques in the social sciences. Sampling, measurement, questionnaire construction and distribution, pretesting and posttesting, response effects, validity and reliability, scaling of data, data reduction and analysis. Instructor: Brady, Lin, or staff. One course.

211S. A-E. Proseminars in Sociological Theory. SS Development of sociological thought; systematic sociological theory; interrelations with other social and behavioral sciences.

A. Background of Sociology
B. Formal Aspects of Theory
C. Sociology of Knowledge
D. Evolutionary Theory and Sociobiology
E. Special Topics in Sociological Theory
Instructor: Tiryakian or Wilson. One course.


213. Social Statistics II: Discrete Multivariate Models. (M, QID) QS Assumptions, estimation, testing, and parameter interpretation for the log-linear, logit, logistic, and probit models. Model comparisons; applications of statistical computing packages and programs. Prerequisite: Sociology 212 or equivalent. Instructor: DiPrete, Land, McPherson, or Zhou. One course.


216. Advanced Methods of Demographic Analysis. (QID) SS Mathematical methods and computer software for the analysis of population dynamics. Life table and stationary population theory; methods of life table estimation; multiple-decrement and
multistate life tables; stationary population theory and its extensions; model life tables and stationary populations; two-sex models and interacting populations; hazard regression models, grade-of-membership analysis, and cohort studies. Instructor: Land or Stallard. One course.

217S. A-F. Proseminars in Social Statistics and Research Methods. (QID) SS Selected topics in the collection and analysis of social science data.
   A. Discrete and Continuous Models of Measurement
   B. Hazards Models, Event History Analysis, and Panel Data
   C. Dynamic Models and Time Series Analysis
   D. Research Design
   E. Evaluation Research Methods
   F. Special Topics in Social Statistics and Research Methods
Instructor: DiPrete, Land, Lin, McPherson, or Zhou. One course.

222S. A-G. Proseminars in Comparative and Historical Sociology. SS Selected topics in the differentiation and transformation of societies.
   A. Theories of Social Change
   B. Globalization and Comparative Development
   C. Societal Transformations and Social Institutions
   D. Culture, Values, and Ideas
   E. Social Movements and Political Sociology
   F. Comparative Social Policies
   G. Special Topics in Comparative and Historical Sociology
Instructor: Brady, Buchmann, Gao, Gereffi, Lin, Shanahan, Simpson, Tiryakian, or Twine. One course.

223S. A-E. Proseminars in Crime, Law, and Deviance. SS Selected topics in crime and the institutions of social control.
   A. Theories of Crime Causation
   B. Human Development and Criminal Careers
   C. Social Control and the Criminal Justice System
   D. Sociology of Law
   E. Special Topics in Crime, Law, and Deviance
Instructor: Land, Simpson, or Wilson. One course.

   A. Population Dynamics
   B. Mortality, Morbidity, and Epidemiology
   C. Urbanization and Migration
   D. Demography of the Labor Force
   E. Demography of Aging
   F. Special Topics in Population Studies
Instructor: DiPrete, Hughes, Land, Manton, Morgan, Parrado, or O’Rand. One course.

225S. A-F. Proseminars in Economic Sociology. SS Selected topics in organizations and institutions, social networks and social capital, globalization and markets, and occupations and work.
   A. Basic Concepts, Theories, and Methods.
   B. Organizations and Institutions.
   C. Social Networks and Social Capital.
   D. Globalization and Markets.
   E. Occupations and Work.
   F. Special Topics.
Instructor: Brady, Cook, DiPrete, Gao, Gereffi, Lin, Merkx, Simpson, Spennor, or Zhou. One course.
226S. A-G. Proseminars in Social Institutions and Processes. SS Selected topics in the sociology of institutions and social and institutional behavior.
   A. Social Psychology
   B. Social Stratification
   C. Political Sociology
   D. Sociology of Religion
   E. Sociology of Science
   F. Sociology of Education
   G. Special Topics in Social Institutions and Processes
Instructor: Staff. One course.

227S. A-D. Proseminars in Medical Sociology. SS Selected topics in medical sociology.
   A. Social Structure and Health
   B. Social Behavior and Health
   C. Organization and Financing of Health Care
   D. Special Topics in Medical Sociology (for example, social epidemiology, stress and coping, health and aging)
Instructor: George, Gold, Hughes, or Lin. One course.

228S. A-F. Proseminars in Stratification. SS Core and special topics in social stratification, including explanations for the existence, amount, and various dimensions of stratification in society; institutions that produce stratification; forces that cause the structure of stratification to vary both over time and across societies; and structures that govern social mobility within and across generations.
   A. Intergenerational Mobility
   B. Social Structure and the Life Course
   C. Social Inequality and the Structure of Poverty
   D. Careers and Labor Markets
   E. Societal Transformation
   F. Special Topics in Stratification and Mobility Research
Instructor: DiPrete, Lin, Spenner, or O’Rand. One course.

229S. A-F. Proseminars in Social Psychology. SS Selected topics in microsociology and social psychology, including social interaction, decision making, social exchange, group processes, intergroup relations, self and identity, social structure and personality, social networks, and application in organizations and health care.
   A. Introduction to Social Psychology;
   B. Rational Choice and Social Exchange;
   C. Sociology of Self and Identity;
   D. Group Processes and Intergroup Relations;
   E. Experimental Research: A Practicum;
   F. Special Topics in Social Psychology.
Instructor: George, Lin, Smith-Lovin, or Spenner. One course.

283S. Seminar in North American Studies. Topics vary each semester. Instructor: Staff. One course.

299S. Seminar in Selected Topics. Substantive, theoretical, or methodological topics. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED
101CS. A Single Europe? Dreams and Reality. CCI, EI, R, SS
101ES. The Political Economy of East Asia: From Nation-State to Regional Cooperation. CCI, R, SS
101FS. Society and Identity: Origins and Transformations. SS, STS
101GS. Computers and Society. R, SS, STS
117. Childhood in Social Perspective. (QID) SS, STS
THE MAJOR

Prerequisite. Sociology 10D or, under exceptional circumstances, an equivalent course (Sociology 11, 49S) with the consent of the director of undergraduate studies.

Major Requirements. Nine courses, eight of which must be at the 100 level or above, including Sociology 132, Sociology 138, and Statistics 101, and one seminar or independent study in sociology. Only one independent study credit can be applied to the major (with the exception of an honors thesis).

A Handbook for Sociology Majors, available in the office of the director of undergraduate studies, describes areas of concentration, the honors program, and the Sociology Union. It also describes the departmental advising system and the interests of the faculty.

THE MINOR

Requirements: Five courses, four of which must be at or above the 100 level. Only one transfer credit and no Advanced Placement credits may count toward the minor.

Spanish

For courses in Spanish, see Romance Studies.

Institute of Statistics and Decision Sciences (STA)

Professor of the Practice Stangl, Director; Assistant Professor of the Practice Reiter, Director of Undergraduate Studies; Professors Berger, Gelfand, Lavine, West, Winkler, and Wolpert; Associate Professor Clyde; Assistant Professors Chen, Huber, Liang, and Schmidler; Professor Emeritus Burdick; Professor of the Practice Banks; Assistant Research Professors Dobra and Iversen; Adjunct Associate Professor Dunson; Visiting Associate Professor Dinwoodie; Visiting Assistant Professors Barber, Jones, McBride, and Pittman.

The Institute of Statistics and Decision Sciences coordinates teaching and research in statistics and decision theory at Duke. It offers courses in basic statistics and advanced mathematical statistics. The research emphasis on statistical decision theory within offerings of the institute leads to a variety of courses, at various levels, in statistics and decision sciences. There is no undergraduate major in statistics. The Institute maintains and runs a Statistical Consulting Center which provides statistical assistance to members of the Duke community.


49S. First-Year Seminar. (M, QID) QS Topics vary each semester offered. Instructor: Staff. One course.

101. Data Analysis and Statistical Inference. (M, QID) QS First principles in the construction and critique of quantitative arguments for research questions in the social and behavioral sciences and public policy. Topics include: descriptive statistics, graphical methods for exploring distributions and relationships between variables, elementary probability, point and interval estimation in one-, two-, and multi-sample problems, and statistical inference from frequentist and Bayesian perspectives. Historical and philosophical developments of classical and Bayesian statistics are discussed. Applications in education, sports, law, environment, government, discrimination, psychology, sociology, and public policy included. Not open to students who have credit for another 100-level statistics course. Instructor: Staff. One course. C-L: Information Science and Information Studies

102. Introductory Biostatistics. (M, QID) QS Reading and interpretation of statistical analyses from life science and medical literature. Conceptual bases for using data and understanding uncertainty when making treatment decisions about patients. Includes extensive reading and class discussion of articles from the medical literature. Topics include: basic concepts and tools of probability and conditional probability, independence, two-by-two tables, Simpson's paradox, medical diagnosis, ROC curves, study designs from medical problems, inference and hypothesis testing from RCT's, decision analysis and decision trees, and basic survival analysis. Emphasizes role of biostatistics, drug treating, and clinical trials in modern society. Not open to students who have credit for another 100-level statistics course. Instructor: Staff. One course. C-L: Information Science and Information Studies

103. Probability and Statistical Inference. (M, QID) QS Basic laws of probability–random events, independence and dependence, expectations, Bayes theorem. Discrete and continuous random variables, density, and distribution functions. Binomial and normal models for observational data. Introduction to maximum likelihood estimation and Bayesian inference. One- and two-sample mean problems, simple linear regression, multiple linear regression with two explanatory variables. Applications in economics, quantitative social sciences, and natural sciences emphasized. Prerequisites: Mathematics 31 or equivalent. Not open to students who have credit for another 100-level statistics course. Instructor: Staff. One course. C-L: Information Science and Information Studies

104. Probability. (M, QID) QS One course. C-L: see Mathematics 135; also C-L: Information Science and Information Studies

113. Probability and Statistics in Engineering. (M, QID) QS Introduction to probability, independence, conditional independence, and Bayes' theorem. Discrete and continuous, univariate and multivariate distributions. Linear and nonlinear transformations of random variables. Classical and Bayesian inference, decision theory, and comparison of hypotheses. Experimental design, statistical quality control, and other applications in engineering. Not open to students who have taken Statistics 112 or 213. Prerequisite: Mathematics 103 or equivalent. Instructor: Staff. One course. C-L: Information Science and Information Studies

114. Statistics. (M, QID) QS An introduction to the concepts, theory, and application of statistical inference, including the structure of statistical problems, probability modeling, data analysis and statistical computing, and linear regression. Inference from the viewpoint of Bayesian statistics, with some discussion of sampling theory methods and comparative inference. Applications to problems in various fields. Prerequisite: Mathematics 104 or equivalent. Instructor: Staff. One course. C-L: Mathematics 136, Information Science and Information Studies

121. Data Analysis for Undergraduate Research. (M, QID) QS, R, W Designed for undergraduates who wish to do quantitative analysis for research projects and honors theses. Covers multivariate data analysis; model construction and critique; inference for
discrete and continuous regression models; analysis of variance, linear regression, logistic and probit regression, time series, and survival models. Special emphasis on examples drawn from the student's major field, the use of statistical software, the written summary of statistical data analysis, and critical analysis of published quantitative analysis. Prerequisites include any 100-level statistics course that covers elementary data analysis. Instructor: Staff. One course.

191. Research Independent Study. R Individual research in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

205. Probability and Measure Theory. (M, QID) QS Introduction to probability spaces, the theory of measure and integration, random variables, and limit theorems. Distribution functions, densities, and characteristic functions; convergence of random variables and of their distributions; uniform integrability and the Lebesgue convergence theorems. Weak and strong laws of large numbers, central limit theorem. Prerequisite: elementary real analysis and elementary probability theory. Instructor: Staff. One course.

207. Probability. (M, QID) QS One course. C-L: see Mathematics 287

213. Introduction to Statistical Methods. (M, QID) QS Emphasis on classical techniques of hypothesis testing and point and interval estimation, using the binomial, normal, t, F, and chi square distributions. Not open to students who have had Statistics 114 or Mathematics 136. Prerequisite: Mathematics 103 (may be taken concurrently) or equivalent, or consent of instructor. Instructor: Staff. One course.

214. Probability and Statistical Models. (M, QID) QS An introduction to applied probability and to the parametric probability models commonly used in statistical analysis. The generation of random variables with specified distributions, and their use in simulation. Mixture models; linear regression models; random walks, Markov chains, and stationary and ARMA process; networks and queuing models. Prerequisite: Statistics 213 and 244 or consent of instructor. Instructor: Staff. One course.

215. Statistical Inference. (M, QID) QS Classical, likelihood, and Bayesian approaches to statistical inference. Foundations of point and interval estimation, and properties of estimators (bias, consistency, efficiency, sufficiency, robustness). Testing: Type I and II errors, power, likelihood ratios; Bayes factors, posterior probabilities of hypotheses. The predictivist perspective. Applications include estimation and testing in normal models; model choice and criticism. Prerequisite: Statistics 213 and 244 or consent of instructor. Instructor: Staff. One course.

216. Generalized Linear Models. (M, QID) QS Likelihood-based and Bayesian inference of binomial, ordinal, and Poisson regression models, and the relation of these models to item response theory and other psychometric models. Focus on latent variable interpretations of categorical variables, computational techniques of estimating posterior distributions on model parameters, and Bayesian and likelihood approaches to case analyses and goodness-of-fit criterion. Theory and practice of modern regression modeling within the unifying context of generalized linear models. A brief review of hierarchical linear models. Students expected to use several software packages and to customize functions in these packages to perform applied analyses. Prerequisite: Statistics 213 and 244 or consent of instructor. Instructor: Staff. One course.

217. Ordinal Data Modeling. (M, QID) QS Bayesian and likelihood-based of ordered categorical data and rank data using latent variable constructs. Binary and ordinal regression models, multi-rater ordinal data models, multi-rater rank data models, item-response models, and graded-response models. MCMC estimation. Prerequisites: Statistics 213 or equivalent; working knowledge of a low-level computing language like C, C++, or Fortran. Instructor: Staff. One course.

240. Applied Data Analysis for Environmental Sciences. (M, QID) QS One course. C-L: see Environment 210


244. Linear Models. (M, QID) QS Multiple linear regression and model building. Exploratory data analysis techniques, variable transformations and selection, parameter estimation and interpretation, prediction, Bayesian hierarchical models, Bayes factors and intrinsic Bayes factors for linear models, and Bayesian model averaging. The concepts of linear models from Bayesian and classical viewpoints. Topics in Markov chain Monte Carlo simulation introduced as required. Prerequisite: Statistics 213 or equivalent. Instructor: Staff. One course. C-L: Mathematics 217

250. Numerical Analysis. (M, QID) QS, R One course. C-L: see Computer Science 250; also C-L: Mathematics 221

253. Applied Stochastic Processes. (M, QID) QS One course. C-L: see Mathematics 216

277. Computational Methods for Macromolecular Structure. (QID) One course. C-L: see Bioinformatics & Genome Technology 207

290. Statistical Laboratory. (M, QID) QS Introduction to statistical thinking, data management and collection, sampling and design, exploratory data analysis, graphical and tabular displays, summarizing data. Introduction to applied work. Computer orientation, statistical packages and operating systems, especially unix on high-speed workstations, and the statistical package S-Plus. Graphics and numerical computing. Examples from various disciplines. Instructor: Staff. One course.

293. Special Topics in Statistics. (M, QID) QS Prerequisite: Statistics 213 or consent of instructor. Instructor: Staff. One course.

294. Special Topics in Statistics. (M, QID) QS Prerequisite: Statistics 213 or consent of instructor. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED

30. Introduction to Decision Analysis. (QID)

31. Applied Game Theory. (QID)

100. Duke-Administered Study Abroad: Advanced Special Topics in Statistics. (QID)

115. Statistical Data Analysis in Engineering. (QID)

2035. Senior Seminar in Statistics. (QID)

241. Environmental Experimental Design. (M, QID) QS

245. Introduction to Multivariate Statistics. (M, QID) QS

246. Experimental Design. (QID)

282. Optimization Methods. (QID)

297. Topics in Probability Theory. (M, QID) QS

Theater Studies (THEATRST)

Professor Clum, Chair; Associate Professor of the Practice McAuliffe, Director of Undergraduate Studies; Professors Beckwith, Burian, and Lentricchia; Professor Emeritus Randal; Professors of the Practice Riddell and Storer; Associate Professors of the Practice Damasceno and Voss; Assistant Professors of the Practice Morris and Foster; Visiting
A major or a minor is available in this program.

Combining respect for history with immersion in contemporary issues, and intellectual engagement with creative expression, the Department of Theater Studies offers students a variety of opportunities to study and practice theater. The faculty view theater as a form of human expression, shaped by social, economic, technological, personal, and artistic forces.

Courses are designed to give majors a broad background necessary for advanced professional or scholarly work and to offer nonmajors the opportunity to deepen their understanding and appreciation of the theater. Guiding the work of the faculty is the belief that the theater is a collaborative art form that reaches out to other disciplines.

Courses in dramatic literature and the theater arts are complemented by productions of plays, past and present. This combination of academic coursework and production experience is a hallmark of the department’s approach. Its courses and productions are open to all undergraduates.

INTRODUCTORY COURSES

49S. First-Year Seminar. ALP
Topics vary each semester offered. Instructor: Staff. One course.

50. Duke-Administered Study Abroad: Special Topics in Theater Studies. ALP
Topics differ by section. Instructor: Staff. One course.

91. Introduction to Theater. ALP, CCI
An introduction to the study of theater. Aspects of play production, text analysis, and an introduction to the key periods in the history of theater (classical Greek, English Renaissance, modern European, and contemporary), including close analysis of representative plays. Attention given to theater as expression of different, specific cultural circumstances. Instructor: Clum or Riddell. One course. C-L: English 94

95S. Introduction to Theater Production. ALP
Introduction to the collaborative process of theater production. Classes focus on contributions of artists and technicians to theater production, exploring interpretation and conceptualization of the dramatic text and development and implementation of design solutions. Labs provide opportunities to learn theory and practice of stagecraft as it applies to the current Theater Studies production, as well as prepare students for individual production responsibilities. No prior theater experience required. Students assigned specific responsibilities for the preparation and implementation of production elements (scenery, costumes, lighting, or sound) in a Theater Studies production. Instructor: Chambers. One course. C-L: Dance 95S

95S. Introduction to Performance. ALP
Introduction to the basic concepts and terminology of acting. Problem solving, choice making, and process involved in creating performance; improvised and scripted work. In class performance experiences including solo and scene work; attendance at live theatrical performances. Instructor: Staff. One course.

100S. Communication, Improvisation, and Business. ALP
Communication skills and presence for leadership in the business world through empowerment of others. Use of theater techniques (presence, voice, body gesture, text presentation and listening) to teach methods of leadership, action, and self-expression that motivate for results, enhance collaboration, and heighten confidence in oneself and others. Instructor: Staff. One course.
AMERICAN DRAMA

101. American Drama and Film: 1918-1945. ALP Key works from the end of World War I through the end of World War II. Playwrights include Eugene O'Neill, Elmer Rice, Susan Glaspell, George Kelly, Zona Gale, Lillian Hellman, and Clifford Odets. This course will also include a selection of major films from the period. Instructor: Clum. One course. C-L: English 162A


103. American Drama and Film Since 1960. ALP Focus on works which reflect the changes in American society since 1960: civil rights, feminism, gay liberation, and issues like the Vietnam War and post Cold War American hegemony. Plays by Albee, Mamet, Rabe, Kushner, and others. Films including Dr. Strangelove, Easy Rider, Apocalypse Now, and Malcolm X. Instructor: Clum or Worster. One course. C-L: English 162C


BRITISH DRAMA

109. Shakespeare before 1600. ALP, EI, R One course. C-L: see English 143; also C-L: Medieval and Renaissance Studies 182

110. Shakespeare after 1600. ALP, EI, R One course. C-L: see English 144; also C-L: Medieval and Renaissance Studies 183

112S. The Tragedies of Shakespeare. ALP Instructor: Staff. One course. C-L: English 129BS, Medieval and Renaissance Studies 109S

113. British and Irish Drama: 1890-1950. ALP The works of Wilde, Shaw, Synge, O’Casey, Coward, Rattigan, and others. Instructor: Staff. One course. C-L: English 133A

114. After the Fall of the Empire: British and Irish Drama 1945 to the Present. ALP The work of Osborne, Pinter, Stoppard, Edgar, Hare, Churchill, Kane, Friel, McGuinness and others. Instructor: Staff. One course. C-L: English 133B

116S. Theater in London: Text. ALP Drama in performance from the Greeks to the present based on performances offered by the Royal Shakespeare Company, Royal National Theatre, and other theaters in London. Twenty plays will be seen and studied. (London summer program.) Instructor: Clum. One course. C-L: English 176BS

EUROPEAN DRAMA

117. Drama of Greece and Rome. ALP, CCI One course. C-L: see Classical Studies 106

118. Classical to Neoclassical. ALP, CCI Theater and drama as productions of specific urban cultures from Athens in the fifth century B.C. to London, Madrid, and Paris in the seventeenth century: Greek tragedy and comedy, Roman comedy, medieval and Renaissance drama, Restoration drama and drama of Spain and France’s Golden Age. Instructor: Clum. One course. C-L: English 174A, Literature 151A

121. Toward and Beyond Realism. ALP, CCI Development of British, European, and American drama and theater from the eighteenth century to the present. Key playwrights, genres, theories, and movements. Instructor: Clum. One course. C-L: English 174B, Literature 151B

122S. Chekhov. ALP, CCI, W One course. C-L: see Russian 177S; also C-L: Comparative Area Studies

123S. Introduction to German Drama. ALP, CCI, FL One course. C-L: see German 133S; also C-L: Comparative Area Studies

Theater Studies (THEATRST) 511
124. Modernist Classics. ALP, CCI One course. C-L: see Literature 155; also C-L: English 147

129. Special Topics in Dramatic Literature. ALP May be repeated for credit. Instructor: Staff. One course.

129S. Special Topics in Dramatic Literature, History, Theory, or Criticism. ALP May be repeated for credit. Instructor: Staff. One course.

INTERNATIONAL DRAMA


131. Contemporary Theater in Production. ALP Analysis of how contemporary theater is received by audiences, especially the Broadway audience. Focus on text analysis of dramatic literature that has been or is likely to be produced on Broadway, in resident theaters in the United States, or on the West End in London. Weekly writing assignments allow students to explore their responses to a range of contemporary dramatic literature. Instructor: Azenberg. One course.

132. Gender in Dance and Theatre. ALP, CCI, CZ One course. C-L: see Dance 175; also C-L: Women's Studies 111, Cultural Anthropology 149A, Asian & African Languages and Literature Studies 176

133S. Performance Studies. ALP Introduction to theatrical transformations of traditional notions of drama into the broader category of performance, and to the performative field that seeks to understand them. Topics include the crossing of formal boundaries, the development of new technical possibilities, the role of uncertainty in the process of making a performance, and the purposes of performance, which range from the social to the spiritual and from the political to the personal. Instructor: Staff. One course. C-L: Literature 131BS

134. History and Practice of the Dance and Dance-theatre of India. ALP, CCI, CZ One course. C-L: see Dance 147; also C-L: Cultural Anthropology 149B, Religion 161J, Asian & African Languages and Literature Studies 154

DRAMATIC WRITING

135S. Dramatic Writing. ALP, W Fundamentals of writing for stage. Open to sophomores, juniors, and seniors. Prerequisite: a practical theater course (for example, acting, directing, design, stagecraft) and consent of instructor. Instructor: Clum or Wilson. One course. C-L: English 107S, Film/Video/Digital


138S. Transforming Fiction for Stage and Screen. ALP, W Theory and practice of the process of adaptation of serious literary works of fiction to screenplay or play form. Consent of instructor required. Instructor: McAuliffe. One course.
139S. Special Topics in Dramatic Writing. ALP May be repeated for credit. Instructor: Staff. One course.

ACTING

145S. Stanislavsky, Chekhov, and the Moscow Art Theatre: The Fundamentals of Acting Realism. ALP The fundamentals of acting realism explored through exercises, scene study, and text analysis. Introduction to voice and movement training for the actor. Theory and text analysis studied in their historical context as well as their contemporary relevance. Consent of instructor required. Instructors: Morris, O'Berski, Storer, or West. One course.

146S. Shakespeare Studio. ALP Study in approaches to acting and directing Shakespeare text which focus on the actor's embodiment of text in ways which are organic, physical, and truthful. Use of text as the primary source for the actor's and director's work. Students will have opportunity to both act and direct in class exercises and projects. Extensive scenework. Prerequisite: Drama 131S or Theater Studies 145S and consent of instructor. Instructor: Morris. One course.

147S. Advanced Acting: Contemporary Texts. ALP Scene study based on reading, analysis, and research. Examination and development of performance/critical choices. Prerequisite: Drama 131S or Theater Studies 145S and consent of instructor. Instructor: McAuliffe and Storer. One course.

148S. Voice and Speech. ALP Introduction to vocal training techniques which facilitate the healthy use of the voice as an effective tool for communication. Much of the course content based upon the work of Kristin Linklater. Includes concepts developed by other major contemporary theorists/practitioners in voice and speech, phonetics, and the study and practice of stage dialects. Attention paid to the voice and its connections to the body and psyche; techniques for both "freeing" and "shaping" the voice. Emphasis on process-oriented, experimental activities and collaboration. Prerequisite: Drama 131S or Theater Studies 145S and consent of instructor. Instructor: Morris. One course.

149. Dance and Dance Theater of Asia. ALP, CCI, CZ One course. C-L: see Dance 149; also C-L: Cultural Anthropology 149, Asian & African Languages and Literature Studies 149, Religion 161C

149S. Special Topics in Acting. ALP May be repeated for credit. Instructor: Staff. One course.

150S. Voice and Body Gesture Theater. ALP Exercises designed for breath control, ear training and the spoken word, with emphasis on the theatrical use of the voice in gestural theater, in order to strengthen, free, and develop the natural range of the voice with the support of the body. Individual and ensemble work. Instructor: Lopez-Barrantes. One course.

151S. Theater in London: Performance. ALP The stages of realization of a play or musical from the script to the production, focusing on productions in London. Aspects of theatrical performance through scenework, discussions, and workshops with British theater practitioners, observation of theater at work, and supervised projects. (London summer program.) Instructor: Clum. One course. C-L: English 176CS

DIRECTING

155S. Directing. ALP Establishment of basic skills of information communication from script to stage to audience; analyzing texts from a director's point of view; basic stage articulation of viewpoint; development of skills in mechanics and staging techniques. Emphasis on scripts of poetic realists. Prerequisite: Drama 99S, Theater Studies 99S, Drama 131S, or Theater Studies 145S and consent of instructor. Instructor: McAuliffe or Storer. One course. C-L: Film/Video/Digital
159S. Special Topics in Directing. ALP May be repeated for credit. Instructor: Staff. One course.

DESIGN, MANAGEMENT, AND PRODUCTION

161S. Design for the Theater. ALP Basic design principles and techniques for the three primary stage design areas: scenery, costumes, and lighting, with an introduction to sound design. Aesthetic and analytical skills, design appreciation, drafting ground plans, light plots, model building, and costume rendering. Laboratory requirement. Prerequisite: Drama 93, Theater Studies 92S, or consent of instructor. Instructor: Chambers. One course. C-L: Dance 169S

163S. Producing for the Theater. ALP The history and organization of profit and nonprofit theater in America. Methods and techniques for establishing and maintaining theater organizations. Practical application in connection with Department of Theater Studies productions. Instructor: Voss. One course. C-L: Public Policy Studies 170S

165A. Professional Internship. Supervised work on a professional production; focus may be on acting, design, playwriting, theater administration, or stage management. Written analysis of both the process of producing as well as the final production. Consent of instructor required. Offered only on pass/fail basis. Prerequisite: Drama 93 or Theater Studies 92S. Half course. Instructor: Staff. Half course.

165B. Professional Internship. Same as 165A, but for work that extends over a full term. Consent of instructor required. Offered only on pass/fail basis. Prerequisite: Drama 93 or Theater Studies 92S. Instructor: Staff. One course.

168S. Entrepreneurship and International Arts Management. ALP, CCI Arts management theory and practices from a variety of cultures as they relate to entrepreneurship. Management of the creative process; the association between an entrepreneurial orientation and the organizational behavior and performance of nonprofit arts organizations. Instructor: Voss. One course. C-L: Markets and Management Studies

169S. Special Topics in Design, Management, and Production. ALP Topics in aspects of theatrical design and/or theater production and management, and their history, culture, and technology. May be repeated for credit. Instructors: Chambers, Riddell, or Voss. One course.

SPECIAL COURSES IN THEATER STUDIES

170S. The Art of Transformation: A Workshop in Movement and Theater. ALP Movement, theater, music, and writing exercises, focusing on participants as individuals, as members of an ensemble, and within the context of their society. The work of Augusto Boal (Brazilian theater director, writer, and theorist). Theater and movement as tools for direct interaction with the Duke community. Open only to students in the Arts in Contemporary Society FOCUS Program. Instructor: Staff. One course. C-L: Dance 153S

171. Introduction to Film. ALP One course. C-L: see English 101A; also C-L: Film/Video/Digital 130, Literature 110, Policy Journalism and Media Studies

172. Studies in Film History. ALP One course. C-L: see English 185; also C-L: Literature 116, Film/Video/Digital

173S. Film and Video Theory and Practice. ALP, STS One course. C-L: see Film/Video/Digital 100S; also C-L: English 183S, Information Science and Information Studies


175. Plays Into Film. ALP Relationship between theater and cinema; the influence of theater on cinema. The adaptation of dramatic literature to the film medium with
readings to include plays and screenplays. Authors include Shakespeare, Chekhov, Beckett, Pinter, Shepard, and Williams. C-L. Instructor: Staff. One course. C-L: English 188, Literature 131A, Russian 153

178S. Special Topics in Film. ALP One course. C-L: see English 189S; also C-L: Film/Video/Digital

ADVANCED STUDY

180. Special Topics: Theater Studies Lab. ALP A studio course, focusing on the study and research of selected dramatic texts and/or particular aspects of performance (historical, cultural, textual or stylistic). Investigations of text, theory, and practice culminate in informal performance. Consent of instructor required. Instructor: Staff. One course.

181A. Special Topics: Theater Studies Workshop. ALP Exploration of a dramatic text or other performance material, culminating in a laboratory presentation for the public. Emphasis on the process of investigating a text, theory, or body of dramatic work. Students may focus on acting, directing, design, dramaturgy, or management, determined through audition and/or arrangement with the instructor. Consent of instructor required. May be repeated for credit. Instructor: Staff. One course.

181B. Special Topics: Theater Studies Workshop. ALP Same as Theater Studies 181A except half-credit. Consent of instructor required. May be repeated for credit, but only counted once toward requirements for major or minor. Instructor: Staff. Half course.

185A. Special Topics: Theater Studies Production. ALP, CCI Students participate in the production of a theatrical text for public performance. Students analyze, research, rehearse, and produce a play under the direction of a member of the Theater Studies faculty or a guest professional. Students may focus on acting, directing, design, dramaturgy, management, or production; specific area of focus will be determined through audition and/or arrangement with the instructor. Consent of instructor required. May be repeated for credit. Instructor: Staff. One course.

185B. Special Topics: Theater Studies Production. ALP Same as Theater Studies 185A except half credit. May be repeated for credit. Consent of instructor required. Instructor: Staff. Half course.

189S. Senior Colloquium. ALP, R Major research project in production (acting, directing), critical writing, dramatic writing, or design. Instructor: Clum or McAuliffe. One course.

191. Research Independent Study. R Individual research in a field of special interest, under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.


192B. Independent Study. See Theater Studies 192A. Consent of instructor and director of undergraduate studies required. Instructor: Staff. One course.

197. Senior Distinction Project. Consent of instructor required. Instructor: Staff. One course.


COURSES CURRENTLY UNSCHEDULED

105. The History of Performance Art. ALP, CZ, EI

111S. The Comedies of Shakespeare. ALP

119. French Drama of the Twentieth Century. ALP, CCI, FL

120S. The Italian Theater. ALP, FL
THE MAJOR

The major in Theater Studies offers students instruction in both 1) the relationship of theater to the cultures that produce and consume it through the study of dramatic literature, history, and theory; and 2) the collaborative theater arts (writing, acting, design, directing, production), with a particular interest in the ways in which these two areas inform each other. While the Theater Studies major offers students preparation for graduate study, advanced theater training, or entry level work in theater and related professions, it also offers a basic understanding and appreciation of the literature, history, and practice of theater for a student who desires a liberal arts education.

Major Requirements. Theater Studies 91, Introduction to Theater Studies, or Theater Studies 116, Theater Studies in London: Text. Eight 100-level courses, four of which must have a significant literature component. Theater Studies 189S, Senior Colloquium. Only one full course credit of 185A or two half courses of 185B may be counted toward the requirements of the major.

Theater Studies Graduation With Distinction

Students with at least a B average in their Theater Studies courses are eligible to apply for a project. They should acquire the Policy for Graduation with Distinction in Theater Studies and an application form from the Theater Studies office. The student's proposed project needs the approval of the project supervisor and the director of undergraduate studies. All projects must be approved by registration in the spring semester of the year prior to the project.

A student may pursue a project in writing, directing, design, acting, dramatic literature, theater history, or dramatic theory. All projects must have a research and a substantial written component. They may also have a production component. Distinction projects usually are granted one and a half course credits (one course credit in the fall [Theater Studies 197] and one half course in the spring [Theater Studies 198]).

The student's written work and production project will be reviewed by a committee (approved by the director of undergraduate studies) comprised of the project supervisor, the director of undergraduate studies, and a third faculty member in Theater Studies or a related field. A meeting of the committee and the student to evaluate the project will be part of the evaluation process. The committee will decide whether the student receives distinction and what level of distinction the student will receive. No special courses are required, though there are prerequisites for distinction projects. See the Policy for Graduation with Distinction in Theater Studies for specific prerequisites.

THE MINOR

Theater Studies 91, Introduction to Theater Studies, or Theater Studies 116S, Theater in London: Text. Four additional 100-level courses. Only one full course credit of 185A or two half courses of 185B may be counted toward the requirements of the minor.

University Writing Program (WRITING)

Associate Professor Harris, Director of the University Writing Program; Assistant Professor of the Practice Hillard, Director of Writing Faculty Development; Senior Lecturing Fellow Russell, Director of the Writing Studio; Professor of the Practice Gopen; Mellon Writing Fellows Albers, Brim, Budhecha, Childress, Comer, Cook, Dostert, Estes, Fleet, Halloran, Hammar, Hill, Hodgdon, Kirby, Malone-France, Mathes, Moskovitz, Mukherjee, Petit, Reynolds, Rockhill, Sayle, Thrall, Troutman, and Vidra

The University Writing Program has three components: (1) the First-Year Writing Program (Writing 20), (2) the Writing-in-the-Disciplines Program, and (3) the Writing Studio, a tutorial service for undergraduates, located in the Academic Advising Center on East Campus.
All undergraduates are required to complete Writing 20: Academic Writing in the fall or spring of their first year at Duke. They are also required to take two writing-designated courses in the disciplines. The University Writing Program reviews these courses and provides support for the faculty teaching them.

The various sections of Writing 20 are taught by an interdisciplinary faculty and focus on issues in the sciences, social sciences, or arts and humanities. While specific readings and writing assignments vary with the instructor, the aim of all sections is to introduce students to the practices of critical reading and writing that characterize university study.

20. Academic Writing. Instruction in the complexities of producing sophisticated academic argument, with attention to critical analysis and rhetorical practices. Instructor: Staff. One course.

Women's Studies (WOMENST)

Associate Professor Wiegman, Director; Professor of the Practice O’Barr; Associate Professors Camp, Rudy, and Weeks; Research Professor Pierce-Baker. Affiliated faculty: Professors Koonz (history) and Roth (psychology); Associate Professors Edwards (history), Fulkerson (divinity), Lubiano (African and African American Studies), Nelson (cultural anthropology), Wald (English), and Yoda (Asian and African languages and literature); Assistant Professor Khanna (English). Adjunct faculty: Adjunct Professor of the Practice White; Adjunct Assistant Professors Keeling (University of North Carolina at Chapel Hill), Krahulik, and Lisker.

A major or minor is available in this program.

Women's Studies is part of a historical educational enterprise inaugurated by social movement and dedicated to the study of identity as a complex social phenomenon. In the field's first decades, feminist scholarship reoriented traditional disciplines toward the study of women and gender and developed new methodologies and critical vocabularies that have made interdisciplinarity a key feature of Women's Studies as an autonomous field. Today, scholars continue to explore the meaning and impact of identity as a primary—though by no means transhistorical or universal—way of organizing social life by pursuing an intersectional analysis of gender, race, sexuality, class, and nationality. In the classroom, as in its research, its goal is to transform the university's organization of knowledge by reaching across the epistemological and methodological divisions of historical, political, economic, representational, technological and scientific analysis. In the program's dual emphasis on interdisciplinarity and intersectionality, it offers students new knowledge about identity while equipping them with a wide range of analytical and methodological skills.

The courses listed below are offered by Women's Studies (WOMENST) or by other academic departments and programs. For a more detailed description of each course, contact the Women's Studies office or the appropriate department or program office.

REGULARLY SCHEDULED COURSES IN WOMEN'S STUDIES

Women's Studies Core Courses (WOMENST)

495. First-Year Seminar in Gender Studies. SS New concepts and themes in gender and feminist studies. Topics may vary each semester. Instructor: Staff. One course.

50. Duke-Administered Study Abroad: Special Topics in Women's Studies. CCI Topics differ by section. Instructor: Staff. One course.

90. Gender and Everyday Life. CCI, SS Introduction to the way Women's Studies as an interdisciplinary field studies gender in its complex intersection with race, class, and sexuality. The sex/gender distinction; biological determinism; ideology, commodity culture, essentialism and social construction; the sexual division of labor; colonization and postcoloniality, imperialism, racialization; and heteronormativity. Instructor: Staff. One course.
100. Duke-Administered Study Abroad: Advanced Special Topics in Women's Studies. CCI Topics differ by section. Instructor: Staff. One course.


110S. Social Movements: An Overview. CCI, EI, R, SS A comparative analysis of how and why people come together to address an injustice and the ethical implications of their actions. Focuses on the social ideals embedded in the theory and praxis of international and local movements, and the cultural contexts in which movements occur. Research paper required. Open only to students in the FOCUS Program. Instructor: O'Barr. One course.

111. Gender in Dance and Theatre. ALP, CCI, CZ One course. C-L: see Dance 175; also C-L: Theater Studies 132, Cultural Anthropology 149A, Asian & African Languages and Literature Studies 176

112. Gender and Morality: Indian Perspectives. ALP, CCI, CZ, EI One course. C-L: see Religion 116A

113. Gender Across Cultures. CCI, SS Gender practices, structures, and discourses in cross cultural and comparative perspective, with either a cross national or a United States subcultural focus. Emphasis on understanding "culture" in historical, political, and economic terms. Instructor: Staff. One course.

114. Culture and Politics in the Caribbean. CCI, CZ, SS One course. C-L: see Cultural Anthropology 129; also C-L: African and African American Studies 129, Latin American Studies

115. Cyborgs. CCI, SS, STS One course. C-L: see Cultural Anthropology 143A; also C-L: Information Science and Information Studies


120S. Gender Studies. W Topics emphasize interdisciplinary scholarship in gender studies. Instructor: Staff. One course.

130. Women and the Political Process (C-N). R, SS A systematic analysis of the U.S. political system, electoral politics, platform implications, and leadership trends in the context of women's role in political life, as voters, leaders, and citizens. Instructor: Staff. One course. C-L: Political Science 130

147. Women in the Economy. CCI, R, SS The historical evolution of male/female roles, particularly in the United States: gender division of labor in the family; how time is allocated between the household and labor market. Comparisons of men's and women's positions in the labor market, examination of women's lower economic status, and of the impact of their employment status on family structure and well-being of family members. Prerequisite: Economics 2, 2A, 2D, 52D or 55D. Instructor: Hagy, McElroy, or staff. One course. C-L: Economics 147

150. Selected Topics in Women's Studies. Topics vary, focusing on interdisciplinary work arising from feminist scholarship. Instructor: Staff. One course.

150S. Selected Topics in Women's Studies. Seminar version of Women's Studies 150. Instructor: Staff. One course.

160. Feminism in Historical Contexts. CCI, CZ, SS, W Comprehensive introduction to feminist theoretical conceptions of the social, the political, the economic and the human. The rise of gender based discourses and social movements studied in the context of
broader considerations of modernity, democracy and liberal humanism and the value of rights discourse for feminist agendas, using cross-cultural and historical analysis. Instructor: Staff. One course.

161S. Money, Sex and Power. CCI, CZ, SS Capitalism as a historical force in its relation to gender and race structures. The intellectual history provided by Marxist critiques of capital for the development of a distinct body of feminist materialist thought, including dual systems theory, ideology critique, poststructuralist understandings of language and culture, and the rise of globalization as the latest economic context in which to think about gender, material life and power. Prerequisite: 90 or 160 or by consent of instructor. Instructor: Staff. One course.

162S. Gender and Popular Culture. CCI, SS An analytic investigation of ways popular cultural forms produce and reinforce gender relations. Prerequisite: Women's Studies 90 or 160 or consent of instructor. Instructor: Staff. One course.

163S. Interpreting Bodies: Identity and Beyond. CCI, SS How the body has come to define the human in language, law, science, politics and economics. The body's relation to identity and subjectivity. The representation of the body in particular cultural discourses and the social history and dynamic in which that representation has taken place. Prerequisite: Women's Studies 90 or 160 or consent of instructor. Instructor: Staff. One course.

164S. Race, Gender, and Sexuality. CCI, SS Gender's relationship to race and sexuality explored through a variety of issues, including health, intimacy, family, the state, economic practices, transnational communities and identities, and social movement. Instructors: Pierce-Baker, Wiegman, Rudy, and staff. One course.

168. Experimental Art and Its Ethics since 1945. ALP, CCI, CZ, EI One course. C-L: see Art History 168; also C-L: Literature 133B, Comparative Area Studies, Marxism and Society

170S. Gender, Politics, and Higher Education. CCI, CZ, R, SS The evolution of North American colleges and universities as gendered institutions, the demands of women for higher education access, and the organization of disciplines in the contemporary university. The roles of multiple actors (faculty, students, administrators, publics) as well as the dynamics in different sectors (academic, student affairs, athletics, fund raising). Instructor: O'Barr. One course. C-L: Education 150S

171. Selected Topics in Feminist Studies. Instructor: Staff. One course.

174. Gender and Language. (QID) CCI, R, SS One course. C-L: see Russian 174; also C-L: Cultural Anthropology 174, English 115, Linguistics 174

175. Feminism in Art. ALP, CCI, CZ One course. C-L: see Art History 186; also C-L: Literature 133A

180S. Gender and Cross Cultural Experience. CCI, R, SS Designed for students who have studied or lived abroad. Reflection on their experience abroad in the contexts of gender, race, class, sexuality, conflicting cross-cultural values, as well as issues of identity. Focus on a major research paper arising from the student's experience. Instructor: Lisker, Sieburth, or staff. One course. C-L: Romance Studies 170S

184. Anthropology and Social Movements. CCI, SS One course. C-L: see Cultural Anthropology 191K

185S. Community Action and Social Change. CCI, R, SS Focus on projects undertaken in various communities to achieve social justice, with attention to community action in Durham and the surrounding areas. The ways people mobilize to challenge hierarchies of class, gender, race, generation, and sexuality. A cross-cultural view of contemporary social dilemmas. Instructor: Staff. One course.

189. Gender and Sexuality in Latin America. CCI, CZ, SS One course. C-L: see Cultural Anthropology 191J; also C-L: Latin American Studies
190. Independent Study. Half-course project of research and analysis of selected women's issues under the supervision of a faculty member. Consent of instructor and program director required. Instructor: Staff. Half course.

191. Independent Study. Directed reading in a field of special interest under the supervision of a faculty member, resulting in a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Consent of instructor and program director required. Instructor: Staff. One course.

192. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open to juniors. Consent of instructor and program director required. Instructor: Staff. One course.

193. Research Independent Study. R Individual research in a field of special interest under the supervision of a faculty member, the central goal of which is a substantive paper or written report containing significant analysis and interpretation of a previously approved topic. Open to seniors. Consent of instructor and program director required. Instructor: Staff. One course.


195S. Senior Seminar in Women's Studies. CCI, R, W Advanced research course for majors in Women's Studies. Topics vary by semester. Students produce a significant research paper. Consent of instructor required. Instructor: Staff. One course.

225S. Space, Place, and Power. CCI, SS One course. C-L: see Cultural Anthropology 285S; also C-L: Asian & African Languages and Literature Studies 230S, Literature 287S

COURSES CURRENTLY UNSCHEDULED

117. Black Women and the Civil Rights Movement. CCI, SS

Women's Studies Courses Across Disciplines

The following courses count toward a major or minor when taught by faculty affiliated with Women's Studies and/or approved by a Women's Studies faculty advisor. There are additional courses that count toward the major, and students should contact the Women's Studies office for a complete list updated each semester.

African and African American Studies
1135. History of Africa from Antiquity to the Present

Art History
167. Twentieth-Century Art, 1900-1945: The Avant-garde and Modernism

Asian & African Languages and Literature Studies
139. Gender and Expressive Culture in India

Cultural Anthropology
110. Advertising and Society: Global Perspective
113. Gender and Culture
115S. The Anthropology of Gender: Special Topics
1165. Advertising and Masculinity
123. Gender and Expressive Culture in India
126. Muslim World: Transformations and Continuities
141. Self and Society

English
120. Advertising and Society: Global Perspective

French
157S. Contemporary French Fiction

German
137S. Introduction to Twentieth-Century German Women Writers
History
115B. History of Africa from Antiquity to the Present
169A. American Women, 1600-1877
171A. Women in the Middle Ages and Renaissance
190. The History of Women in Science and Medicine
351. Colloquia
352. Colloquia

Italian
115. Italian Women Writers
159S. Topics in Sexuality and Gender Studies

Literature
114. Film Theory
123. Special Topics in Women Writers
123A. Twentieth-Century Women Playwrights
125. Special Topics in Gender and Sexuality

Medieval and Renaissance Studies
234A. Early Christian Asceticism

Philosophy
122. Philosophical Issues in Feminism

Political Science
140. Feminist Theory
187S. Politics and the Libido

Psychology
106. The Psychology of Gender
113A. Self and Society
116. Social Psychology

Religion
40. Judaism
113. Gender and Expressive Culture in India
119. Muslim World: Transformations and Continuities
125. Women and Sexuality in the Christian Tradition
138. Women and Religion in America
234. Early Christian Asceticism

Russian
114S. Twentieth-Century Women Playwrights

Sociology
106. Social Psychology
111. Social Inequality: An International Perspective
118. Sex, Gender, and Society
149. Sexuality and Society
150. The Changing American Family
155. Organizations and Management
160. Advertising and Society: Global Perspective
161. Adulthood and Aging

Theater Studies
130S. Twentieth-Century Women Playwrights

House Courses. Women’s Studies regularly sponsors house courses. While house courses do not officially count toward the major or the minor, students are strongly encouraged to consider them as valuable supplements to full-credit courses. Lists of house courses are available in the program office at the beginning of each semester.

THE MAJOR
To major in women’s studies, a student must take a minimum of ten courses. Gender and Everyday Life (Women’s Studies 90) and a senior seminar (Women’s Studies 351 or 352) are required. Additional courses may be selected from the list of required courses or from those approved by the women’s studies program. Students are encouraged to consult with the program director to plan their course of study.
Studies 195S) are required, along with three of the following: Feminism in Historical Context (Women's Studies 160), Money, Sex, Power (Women's Studies 161S), Gender and Popular Culture (Women's Studies 162S), Interpreting Bodies: Identity and Beyond (Women's Studies 163S), and Race, Gender, and Sexuality (Women's Studies 164S).

The remaining five courses are electives and may be chosen from the following Women's Studies offerings (or from the list of recommended courses on the Women's Studies Web site): AIDS: Ethics, Policy, and Representation (Women's Studies 108), Social Movements: An Overview (Women's Studies 110S), Gender Across Cultures (Women's Studies 113), Gender, Science, Technology, and Society (Women's Studies 116), Gender Studies (Women's Studies 120S), Women and the Political Process (Women's Studies 130), Selected Topics in Women's Studies (Women's Studies 150), Gender and Language (Women's Studies 174), Feminism in Art (Women's Studies 175), Feminism and Cross Cultural Experience (Women's Studies 180S), and Research Independent Study (Women's Studies 193, 194). Students may take no more than two independent study courses, which must be approved by the Director of Undergraduate Studies. In addition, students may petition for credit for courses offered in other departments and programs, with clear documentation of their intellectual value to the overall goals of the major.

Advising

Each year, faculty affiliated with women's studies serve as advisors for students majoring in women's studies. Majors are paired with faculty advisors on the basis of students' general areas of interest. Students majoring in women's studies are encouraged to seek out and work with any of the women's studies faculty in addition to their primary faculty advisor.

Departmental Graduation with Distinction

Qualified students earning a major may be eligible for Graduation with Distinction in women's studies. More detailed guidelines are available in the program office. Students interested in being considered for distinction should contact the program office no later than the spring of their junior year.

THE MINOR

For the minor, students complete five courses. Gender and Everyday Life (Women's Studies 90) is required, along with two courses from the following: AIDS: Ethics, Policy, and Representation (Women's Studies 108), Gender Across Cultures (Women's Studies 113), Gender, Science, Technology, and Society (Women's Studies 116), Feminism in Historical Context (Women's Studies 160), Money, Sex, Power (Women's Studies 161S), Gender and Popular Culture (Women's Studies 162S), Identity, Subjectivity, and the Body (Women's Studies 163S), and Race, Gender, and Sexuality (Women's Studies 164S).

In addition, students choose two courses from the following Women's Studies offerings (or from the list of recommended courses on the Women's Studies Web site): Social Movements: An Overview (Women's Studies 110S), Gender Studies (Women's Studies 120S), Women and the Political Process (Women's Studies 130), Selected Topics in Women's Studies (Women's Studies 150), Gender and Language (Women's Studies 174), Feminism in Art (Women's Studies 175), and Feminism and Cross Cultural Experience (Women's Studies 180S).

In addition to offering courses, and a major and minor representing a focus in women's studies, the program sponsors lectures, films, discussions, conferences, internships, and work-study opportunities. Additional information on courses, the women's studies major or minor, and other opportunities in women's studies is available at the Women's Studies office, 210 East Duke Building, or the web-site: www.duke.edu/womstud/.

Writing

See University Writing Program.
Pratt School of Engineering
Professor Johnson, Dean

ENGINEERING (INTERDEPARTMENTAL) (EGR)

10. Introduction to Engineering. This course is designed to introduce students to the study and practice of engineering. Presentations will be made by representatives of all four engineering departments as well as outside practitioners, researchers, and industrial leaders. Pass/fail grading only. Instructor: Staff. Half course.

25L. Introduction to Structural Engineering. An introduction to engineering and the engineering method through a wide variety of historical and modern case studies, ranging from unique structures like bridges to mass produced objects like pencils. Instructor: Petroski. One course.

49S. First-Year Seminar. Topics vary each semester offered. Instructor: Staff. One course.

53L. Computational Methods in Engineering. Introduction to computer methods and algorithms for analysis and solution of engineering problems using numerical methods in a workstation environment. Topics include: numerical integration, roots of equations, simultaneous equation solving, finite difference methods, matrix analysis, linear programming, dynamic programming, and heuristic solutions used in engineering practice. This course does not require any prior knowledge of computer programming. Instructor: Staff. One course.

54L. Simulations in JAVA. Development of interactive computer simulations in JAVA using Reality.java, a library that includes graphical objects such as spaceships, planets, and standardized functions for Newtonian mechanics. Introduction to object-oriented programming, linked and inherited structures, and aspects of computational mathematics such as stability and computational error, orbital mechanics, collision detection, strategy, etc. Prerequisite: Engineering 53L or Computer Science 6 or Computer Science 100E. Instructor: Stetten. One course.

75L. Mechanics of Solids. Analysis of force systems and their equilibria as applied to engineering systems. Stresses and strains in deformable bodies; mechanical behavior of materials; applications of principles to static problems of beams, torsion members, and columns. Selected laboratory work. Prerequisites: Mathematics 32 and Physics 51L. Instructor: Dolbow, Gavin, Hueckel, Laursen, or Nadeau. One course.

108S. Ethics in Professions: Scientific, Personal and Organizational Frameworks. Ethics studied through the analysis and interpretation of case studies from the scientific and engineering professions. Topics include: moral development; concepts of truth and fairness; responsible conduct of research; the person and virtues; confidentiality; risk and safety; social responsibility; etiology and consequences of fraud and malpractice; legal aspects of professionalism, and allocation of resources. Instructor: Vallero. One course.

115. Engineering Systems Optimization and Economics. Introduction to mathematical optimization, engineering economic analysis, and other decision analysis tools used to evaluate and design engineering systems. Application of linear and nonlinear programming, dynamic programming, expert systems, simulation and heuristic methods to engineering systems design problems. Applications discussed include: production plant scheduling, water resources planning, design and analysis, vehicle routing, resource allocation, repair and rehabilitation scheduling and economic analysis of engineering design alternatives. Corequisite: Mathematics 111. Instructor: Peirce. One course.

123L. Dynamics. Principles of dynamics of particles, rigid bodies, and selected nonrigid systems with emphasis on engineering applications. Kinematic and kinetic analysis of
structural and machine elements in a plane and in space using graphical, computer, and analytical vector techniques. Absolute and relative motion analysis. Work-energy; impact and impulse-momentum. Laboratory experiments. Prerequisites: Engineering 75L and Mathematics 103 or consent of instructor. Instructor: Dowell, Hall, Knight, or Virgin. One course.


153. Numerical Computing for Engineers. Numerical computing with applications for engineering in a C/ C++ language environment. Computer programs will be developed to implement numerical algorithms and solve engineering problems. Course topics include: solution of simultaneous sets of equations, eigenvalues, singular value decomposition, root-finding in non-linear equations, solution of ordinary differential equations, optimization, and spectral analysis. Prerequisites: Math 107 or 111 and either Engineering 53, Computer Science 6, Computer Science 100 or equivalent. Instructor: Cartee. One course.

165. Special Topics in Engineering. Study arranged on special engineering topics in which the faculty have particular interest and competence as a result of research or professional activities. Consent of instructor(s) required. Quarter course, half course, or one course. Instructor: Staff. Variable credit.

171. Total Quality Systems. An interdisciplinary approach to principles and practice in the applications of total quality concepts to engineering operations and business managements; practice in using tools of statistical process control; practice in using quality tools of management and operations; principles of continuous quality improvement; definitions and applications of Total Quality Management (TQM); case studies; personal effectiveness habits and social styles; assignments and projects in team building using tools learned, communication; group problem solving; practice in professional verbal and written technical communications. Prerequisite: junior or senior standing. Instructor: Staff. One course.

175. Aesthetics, Design, and Culture. An examination of the role of aesthetics, both as a goal and as a tool, in a culture which is increasingly dependent on technology. Visual thinking, perceptual awareness, experiential learning, conceptual modeling, and design will be explored in terms of changes in sensory environment. Design problems will be formulated and analyzed through individual and group design projects. Instructor: Staff. One course.

176S. Global Climate Change. A project course. Examination of scientists' concerns about global warming, the controversy about whether the effect is real, "greenhouse gasses," which may cause warming of the globe, and the impacts that scientists believe will occur. Topics include sea rise, effects on human health, and impacts on food supply. Student projects will focus on the potential engineering solutions such as renewable energy (solar, wind). Prerequisite: junior or senior standing. Instructor: Strohbehn. One course.

183. Projects in Engineering. Courses in which engineering projects of an interdisciplinary nature are undertaken. The projects must have engineering relevance in the sense of undertaking to meet human need through a disciplined approach under the guidance of a member of the engineering faculty. Consent of instructor required. Instructor: Staff. One course.

184. Projects in Engineering. Courses in which engineering projects of an interdisciplinary nature are undertaken. The projects must have engineering relevance in the sense of undertaking to meet human need through a disciplined approach under the guidance of a member of the engineering faculty. Consent of instructor required. Instructor: Staff.
Biomedical Engineering (BME)

Professor Truskey, Chair; Associate Professor Yuan, Director of Undergraduate Studies; Professors R. Anderson, Barr, Dewhirst, Floyd, Friedman, Glower, Guliak, Hochmuth, Jaszczak, Johnson, Katz, Laursen, Myers, Needham, Nolte, Reichert, Simon, S. Smith, Trahey, and von Ramm; Associate Professors Burdick, Chilkoti, Collins, Dobbins, Gauthier, Henriquez, Izatt, Krassowska, MacFall, Nicoleis, Setton, Toth, and Wolf; Assistant Professors Bursac, Hsu, Niklason, Samei, Song, Wax, and Wong; Professors Emeriti Clark, Hammond, McElhaney, Pionsey, and Stroehn; Associate Research Professor R. Nightingale; Assistant Research Professors Bohs, Carlson, Chen, Grinstaff, Henderson, Hooper, Hyun, Klitzman, L. Liu, W. Liu, Lo, Lobach, Nath, K. Nightingale, Owen, Taylor, Tornai, Turkington, and Zhu; Adjunct Professors Ideker, Neuman, and W. Smith

A major is available in this department. The biomedical engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

Biomedical engineering is the discipline in which the physical, mathematical, and engineering sciences and associated technology are applied to biology and medicine. Contributions range from computer modeling and simulation of physiological systems through development of medical instrumentation and experimental research to solutions of practical clinical problems. The goal of the Biomedical Engineering Program at Duke University is to prepare students for a) professional employment in areas such as the medical device industry, engineering consulting, biotechnology, and b) graduate work in biomedical engineering, or c) entrance into medical school. The program is flexible to match the student's interests. An elective course sequence is chosen to meet the respective requirements of the direction chosen by the student. Options exist for dual majors and to provide specific knowledge in biomedical imaging and instrumentation, biomechanics, electobiology or cellular and biosurface engineering.

The undergraduate and graduate programs are complemented by the wide range of ongoing research activities within the department. Biomedical engineering in cardiac electrophysiology involves the use of large-scale computer modeling, scientific visualization, and experimental data acquisition of electrical activity of the heart and heart tissue, to increase basic understanding of normal and abnormal behavior. Other projects involve the study of the effects of externally applied electric fields and radio frequency energy on activity in excitable tissue. Design experience is developed and integrated throughout the curriculum and includes a capstone design course, Biomedical Engineering 154. Many students gain valuable design experience in the course of independent student projects within the research laboratories and...
programs of the BME department.

The ultrasound imaging and transducer laboratories are directed toward new signal and image processing techniques, new system architecture and transducer designs to develop novel imaging methods and improve image quality and spatial resolution. The laboratories are equipped with a variety of state-of-the-art ultrasound imaging instruments, electronics and transducer fabrication tools, acoustic and transducer modeling software as well as video and display hardware.

The medical imaging group studies the physics of various modalities including x-ray, SPECT and MRI and develops new computer-aided methods for processing, enhancing, and analyzing images.

The biomechanics laboratories use advanced experimental test facilities, data acquisition technologies, computer simulations and theoretical modeling in the study of cells, tissues, and biological structures. The mechanisms of injury, aging, degeneration, and mechanical signal transduction are studied in a variety of biological systems, including biological fluids, the cervical and lumbar spines, diarthrodial joints, and the heart.

Cell and biosurface engineering is concerned with the regulation of the external and internal cellular environment of the cell for control of biosynthesis and degradation activities, as well as determination of the factors responsible for differentiation of cells into tissues with varying functional requirements. The groups in this program investigate biomaterials, material property characterizations, surface modifications, cell cultures, and the mechanics of biofluids, tissues, and cells. Applications include the development of novel biosensors and micro/nanocarrier drug delivery systems, new techniques for enhanced biological transport, and improved techniques for stimulated repair or inhibited degradation of biological tissues.

Work in medical informatics focuses on the creation and dissemination of health care data and related knowledge. Areas of investigation include networking, database structures, query languages, workstation design and the development of data interchange standards.

Instruction in all these areas is offered at the undergraduate as well as graduate and postdoctoral levels, and opportunities for undergraduate student research are available in most of the biomedical engineering laboratories. The courses offered by the Department of Biomedical Engineering are listed below. Some biomedical engineering courses require students to have a suitable laptop computer with wireless capabilities.

8. Biomedical Device Design. An introduction to the origin and characteristics of biologic signals and the features of biomedical systems and devices, from sensor to display/output. Concepts of analog vs. discrete signals, simple detection schemes, sampling, data reduction, filtering, visualization, and imaging techniques are presented. The course emphasizes team project and system design. Prerequisite: Engineering 053L or equivalent; limited to freshmen. Instructor: Henriquez. One course.

83L. Introduction to Biomaterials. The principles of materials science and engineering with particular attention to topics most relevant to biomedical engineering. The structure-property relationships of metals, ceramics, polymers, and composites as well as skin, bone, cartilage, ligament, and vasculature; extensive treatment of the properties unique to materials’ surfaces. Behavior of materials in the physiological environment. Prerequisites: Chemistry 11L and 12L or 21L and 22L; corequisite: Physics 51L. Instructor: Chilkoti or Reichert. One course.

100L. Modeling Cellular and Molecular Systems. An introduction to the application of engineering models to study cellular and molecular processes and develop biotechnological applications. Topics covered include chemical equilibrium and kinetics, solution of differential equations, enzyme kinetics, DNA denaturation and re-binding, the
polymerase chain reaction (PCR), repressor binding, gene expression, receptor-mediated endocytosis, and gene delivery to tissues and cells. Selected laboratory experiments apply concepts learned in class. Prerequisites: Mathematics 103 and Biology 25L or equivalent. Instructor: Truskey or Yuan. One course.

101L. Electrobiology. The electrophysiology of excitable cells from a quantitative perspective. Topics include the ionic basis of action potentials, the Hodgkin-Huxley model, impulse propagation, source-field relationships, and an introduction to functional electrical stimulation. Prerequisites: Biomedical Engineering 153L, and Mathematics 107 or 111. Instructor: Barr, Bursac, Henriquez, or Krassowska. One course.

110L. Introductory Biomechanics. This course is designed to give students in Biomedical Engineering basic training in statics, dynamics, solid mechanics, and mechanical design with applications to the human body. Areas of focus include the determination of the state of stress and strain, experimental measurement in biomechanical systems, mechanical and biomechanical failure criterion, human tolerance, and injury risk. Prerequisites: Mathematics 32 and Physics 51L. Instructor: Myers or R. Nightingale. One course.

153L. Biomedical Electronic Measurements I. Basic principles of electronic instrumentation with biomedical examples. Concepts of analog signal processing, filters, input and output impedances are emphasized. Students are exposed to system design concepts such as amplifier design and various transducers. Laboratories reinforce basic concepts and offer the student design opportunities in groups. Instructor: Izatt, von Ramm. One course.

154L. Biomedical Electronic Measurements II. Further study of the basic principles of biomedical electronics with emphasis on transducers, instruments, micro-controller and PC based systems for data acquisition and processing. Laboratories focus on measurements and circuit design emphasizing design criteria appropriate for biomedical instrumentation. Prerequisite: Electrical Engineering 62L or Biomedical Engineering 153L. Instructor: Hsu, Trahey, Wax, or Wolf. One course.

155. Safety of Medical Devices. Engineering analysis of the safety of medical devices such as prosthetic heart valves, silicon breast implants, medical imaging, and cardiac pacemakers. Engineering performance standards and US FDA requirements for clinical trials for selected medical devices such as medical diagnostic ultrasound, surgical lasers, and prosthetic heart valves. Students will prepare a mock application for FDA premarket approval to demonstrate safety of a selected medical device. Prerequisite: sophomore standing; corequisite: Physics 52L or equivalent. Instructor: S. Smith. One course.

171. Signals and Systems. Convolution, deconvolution, Fourier series, Fourier transform, sampling, and the Laplace transform. Continuous and discrete formulations with emphasis on computational and simulation aspects and selected biomedical examples. Prerequisites: Electrical Engineering 61L and Mathematics 111 or equivalents. Instructor: Barr, Hsu, or Krassowska. One course.

190. Projects in Biomedical Engineering. For juniors and seniors who express a desire for such work and who have shown aptitude for research in one area of biomedical engineering. Reserved for Engineering Undergraduate Fellows. Consent of program director required. Instructor: Staff. One course.

191. Projects in Biomedical Engineering. For juniors and seniors who express a desire for such work and who have shown aptitude for research in one area of biomedical engineering. Consent of instructor required. Instructor: Staff. One course.

192. Projects in Biomedical Engineering. For juniors or seniors who express a desire for such work and who have shown aptitude for research in one area of biomedical engineering. Consent of instructor required. Instructor: Staff. One course.
engineerng. Consent of instructor required. Instructor: Staff. One course.

193. Projects in Cardiovascular Biomedical Engineering. Projects in emerging cardiovascular technologies. Primarily for Engineering Research Center fellows who express a desire for and who have shown aptitude for research in emerging cardiovascular technologies. Consent of instructor required. Instructor: Staff. One course.

194. Projects in Cardiovascular Biomedical Engineering. Projects in emerging cardiovascular technologies. Primarily for Engineering Research Center fellows who express a desire for and who have shown aptitude for research in emerging cardiovascular technologies. Consent of instructor required. Prerequisite: Biomedical Engineering 193. Instructor: Staff. One course.

195. Projects in Cardiovascular Biomedical Engineering. Projects in emerging cardiovascular technologies. Primarily for Engineering Research Center fellows who express a desire for and who have shown aptitude for research in emerging cardiovascular technologies. Consent of instructor required. Prerequisite: Biomedical Engineering 194. Instructor: Staff. One course.

201L. Electrophysiology. The electrophysiology of excitable cells from a quantitative perspective. Topics include the ionic basis of action potentials, the Hodgkin-Huxley model, impulse propagation, source-field relationships, and an introduction to functional electrical stimulation. Students choose a relevant topic area for detailed study and report. Not open to students who have taken Biomedical Engineering 101L or equivalent. 3 units; 4 units with laboratory. Instructor: Barr, Bursac, Henriquez, or Krassowska. Variable credit.

204. Measurement and Control of Cardiac Electrical Events. Design of biomedical devices for cardiac application based on a review of theoretical and experimental results from cardiac electrophysiology. Evaluation of the underlying cardiac events using computer simulations. Examination of electrodes, amplifiers, pacemakers, and related computer apparatus. Construction of selected examples. Prerequisites: Biomedical Engineering 101L and 163L or equivalents. Instructor: Wolf. One course.

207. Transport Phenomena in Biological Systems. An introduction to the modeling of complex biological systems using principles of transport phenomena and biochemical kinetics. Topics include the conservation of mass and momentum using differential and integral balances; rheology of Newtonian and non-Newtonian fluids; steady and transient diffusion in reacting systems; dimensional analysis; homogeneous versus heterogeneous reaction systems. Biomedical and biotechnological applications are discussed. Instructor: Friedman, Katz, Truskey, or Yuan. One course. C-L: Civil Engineering 207, Mechanical Engineering and Materials Science 207.

208. Theoretical and Applied Polymer Science. One course. C-L: see Mechanical Engineering and Materials Science 211.

210. Molecular Basis of Membrane Transport. Transport of substances through cell membranes examined on a molecular level, with applications of physiology, drug delivery, artificial organs and tissue engineering. Topics include organization of the cell membrane, membrane permeability and transport, active transport and control of transport processes. Assignments based on computer simulations, with emphasis on quantitative behavior and design. Prerequisites: Biology 25L or equivalent, Mathematics 107 or equivalent. Instructors: Friedman or Krassowska. One course.

211. Theoretical Electrophysiology. Advanced topics on the electrophysiological behavior of nerve and striated muscle. Source-field models for single-fiber and fiber bundles lying in a volume conductor. Forward and inverse models for EMG and ENG. Bidomain model. Model and simulation for stimulation of single-fiber and fiber bundle. Laboratory exercises based on computer simulation, with emphasis on quantitative behavior and design. Readings from original literature. Prerequisite: Biomedical Engineering 101L or 201L or equivalent. Instructor: Barr or Krassowska. One course.

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212. Theoretical Electrocardiography. Electrophysiological behavior of cardiac muscle. Emphasis on quantitative study of cardiac tissue with respect to propagation and the evaluation of sources. Effect of junctions, inhomogeneities, anisotropy, and presence of unbounded extracellular space. Bidomain models. Study of models of arrhythmia, fibrillation, and defibrillation. Electrocardiographic models and forward simulations. Laboratory exercises based on computer simulation, with emphasis on quantitative behavior and design. Readings from original literature. Prerequisite: Biomedical Engineering 101L or 201L or equivalent. Instructor: Barr. One course.

213L. Nonlinear Dynamics in Electrophysiology. Electrophysiological behavior of excitable membranes and nerve fibers examined with methods of nonlinear dynamics. Phase-plane analysis of excitable membranes. Limit cycles and the oscillatory behavior of membranes. Phase resetting by external stimuli. Critical point theory and its applications to the induction of rotors in the heart. Theory of control of chaotic systems and stabilizing irregular cardiac rhythms. Initiation of propagation of waves and theory of traveling waves in a nerve fiber. Laboratory exercises based on computer simulations, with emphasis on quantitative behavior and design. Readings from original literature. Prerequisite: Biomedical Engineering 101L or 201L or equivalent. Instructor: Krassowska. One course.

215. Biomedical Materials and Artificial Organs. Chemical structures, processing methods, evaluation procedures, and regulations for materials used in biomedical applications. Applications include implant materials, components of ex vivo circuits, and cosmetic prostheses. Primary emphasis on polymer-based materials and on optimization of parameters of materials which determine their utility in applications such as artificial kidney membranes and artificial arteries. Prerequisite: Biomedical Engineering 83L, Chemistry 151L or Mechanical Engineering 83L or consent of instructor. Instructor: Reichert. One course. C-L: Mechanical Engineering and Materials Science 215

216. Transport Phenomena in Cells and Organs. Applications of the principles of mass and momentum transport to the analysis of selected processes of biomedical and biotechnological interest. Emphasis on the development and critical analysis of models of the particular transport process. Topics include: reaction-diffusion processes, transport in natural and artificial membranes, dynamics of blood flow, pharmacokinetics, receptor-mediated processes and macromolecular transport, normal and neoplastic tissue. Prerequisite: Biomedical Engineering 207 or equivalent. Instructor: Truskey or Yuan. One course.

218. Biotechnology and Bioprocess Engineering. Introduction to the engineering principles of bioprocess engineering. Topics include: introduction to cellular and protein structure and function; modeling of enzyme kinetics, DNA transcription, metabolic pathways, cell and microbial growth and product formation; bioprocess operation, scale-up, and design. Class includes a design project. A modern biotechnology process or product is identified, the specific application and market are described (for example, medical, environmental, agricultural) along with the engineering elements of the technology. Prerequisite: Biomedical Engineering 83L or Mechanical Engineering 83L. Instructor: Chilkoti or Reichert. One course.

220L. Introduction to Biomolecular Engineering. Structure of biological macromolecules, recombinant DNA techniques, principles of and techniques to study protein structure-function. Discussion of biomolecular design and engineering from the research literature. Linked laboratory assignments to alter protein structure at the genetic level. Expression, purification, and ligand-binding studies of protein function. Consent of instructor required. Instructor: Chilkoti. One course.

222. Principles of Ultrasound Imaging. Propagation, reflection, refraction, and diffraction of acoustic waves in biologic media. Topics include geometric optics,
physical optics, attenuation, and image quality parameters such as signal-to-noise ratio, dynamic range, and resolution. Emphasis is placed on the design and analysis of medical ultrasound imaging systems. Prerequisites: Mathematics 107 or 111 and Physics 52L. Instructor: von Ramm. One course.

228. Laboratory in Cellular and Biosurface Engineering. Introduction to common experimental and theoretical methodologies in cellular and biosurface engineering. Experiments may include determination of protein and peptide diffusion coefficients in alginate beads, hybridoma cell culture and antibody production, determination of the strength of cell adhesion, characterization of cell adhesion or protein adsorption by total internal reflection fluorescence, and Newtonian and non-Newtonian rheology. Laboratory exercises are supplemented by lectures on experiment design, data analysis, and interpretation. Instructor: Truskey. One course.

230. Tissue Biomechanics. Introduction to the mechanical behaviors of biological solids and fluids with application to tissues, cells and molecules of the musculoskeletal and cardiovascular systems. Topics to be covered include static force analysis and optimization theory, biomechanics of linearly elastic solids and fluids, anisotropic behaviors of bone and fibrous tissues, blood vessel mechanics, cell mechanics and behaviors of single molecules. Emphasis will be placed on modeling stress-strain relations in these tissues, and experimental devices used to measure stress and strain. Student seminars on topics in applied biomechanics will be included. Prerequisites: Biomedical Engineering 110L or Engineering 75L or equivalent. Instructor: Myers and Setton. One course.

231. Intermediate Biomechanics. Introduction to solid and orthopaedic biomechanical analyses of complex tissues and structures. Topics to be covered include: spine biomechanics, elastic modeling of bone, linear and quasi-linear viscoelastic properties of soft tissue (for example, tendon and ligament), and active tissue responses (for example, muscle). Emphasis will be placed on experimental techniques used to evaluate these tissues. Student seminars on topics in applied biomechanics will be included. Prerequisites: Biomedical Engineering 110L or Engineering 75L or equivalent. Instructor: Myers or Setton. One course.

232L. Biomedical Instrumentation. A study of the basic principles of biomedical electronics and measurements with emphasis on the operational performance and selection of transducers, instruments, and systems for biomedical data acquisition and processing. Selected laboratory work emphasizes the measurement of specific physiologic events. Students will design and build a working medical instrument. Consent of instructor required. Not open to students who have taken Biomedical Engineering 164L. Instructor: Wolf. One course.

233. Modern Diagnostic Imaging Systems. The underlying concepts and instrumentation of several modern medical imaging modalities. Review of applicable linear systems theory and relevant principles of physics. Modalities studied include X-ray radiography (conventional film-screen imaging and modern electronic imaging), computerized tomography (including the theory of reconstruction), and nuclear magnetic resonance imaging. Prerequisite: junior or senior standing. Instructor: Hsu, Smith, or Trahey. One course.

235. Acoustics and Hearing. The generation and propagation of acoustic (vibrational) waves and their reception and interpretation by the auditory system. Topics under the heading of generation and propagation include free and forced vibrations of discrete and continuous systems, resonance and damping, and the wave equation and solutions. So that students may understand the reception and interpretation of sound, the anatomy and physiology of the mammalian auditory system are presented; and the mechanics of the middle and inner ears are studied. Prerequisites: Mathematics 107 or 111 and Physics 52L or equivalents. Instructor: Collins or Trahey. One course. C-L:
237. Biosensors. Biosensors are defined as the use of biospecific recognition mechanisms in the detection of analyte concentration. The basic principles of protein binding with specific reference to enzyme-substrate, lectin-sugar, antibody-antigen, and receptor-transmitting binding. Simple surface diffusion and absorption physics at surfaces with particular attention paid to surface binding phenomena. Optical, electrochemical, gravimetric, and thermal transduction mechanisms which form the basis of the sensor design. Prerequisites: Biomedical Engineering 215 and consent of instructor. Instructor: Reichert. One course.

239. Cell Transport Mechanisms. Analysis of the migration of cells through aqueous media. Focus on hydrodynamic analysis of the directed self-propulsion of individual cells, use of random walk concepts to model the nondirected propulsion of individual cells, and development of kinetic theories of the migrations of populations of cells. Physical and chemical characteristics of the cells' environments that influence their motion, including rheologic properties and the presence of chemotactic, stimulatory, or inhibitory factors. Cell systems include mammalian sperm migration through the female reproductive tract, protozoa, and bacteria. Emphasis on mathematical theory. Experimental designs and results. Consent of instructor required. Instructor: Katz. One course.

241. Artificial Intelligence in Medicine. Basic concepts of artificial intelligence (AI) and in-depth examination of medical applications of AI. Knowledge of heuristic programming; brief examination of classic AI programming languages (LISP and PROLOG) and AI programming; rule-based systems and cognitive models. Instructor: Staff. One course.

243. Introduction to Medical Informatics. An introduction to medical informatics: an in-depth study of the use of computers in biomedical applications. Hardware, software, and applications programming. Data collection, analysis, and presentation studied within application areas such as patient monitoring, computer-based medical records, computer-aided decision making, computer-aided instruction, quality assurance laboratory systems, wave form analysis, hospital information systems, and medical information systems. Instructor: Staff. One course.

246. Computational Methods in Biomedical Engineering. Introduction to practical computational methods for data analysis and simulation with a major emphasis on implementation. Methods include numerical integration and differentiation, extrapolation, interpolation, splining FFTs, convolution, ODEs, and simple one- and two-dimensional PDEs using finite differencing. Introduction to concepts for optimizing codes on a CRAY-YMP. Examples from biomechanics, electrophysiology, and imaging. Project work included and students must have good working knowledge of Unix, Fortran, or C. Intended for graduate students and seniors who plan on attending graduate school. Prerequisite: Engineering 53L or equivalent. Mathematics 107 or 111 or equivalent, or consent of instructor. Instructor: Henriquez. One course.


248. Tissue Engineering. This course will serve as an overview of selected topics and problems in the emerging field of tissue engineering. General topics include cell sourcing and maintenance of differentiated state, culture scaffolds, cell-biomaterials interactions, bioreactor design, and surgical implantation considerations. Specific tissue
types to be reviewed include cartilage, skin equivalents, blood vessels, myocardium and heart valves, and bioartificial livers. Consent of instructor required. Instructor: Niklason. One course.

260. Devices for People with Disabilities. Design of custom devices to aid disabled individuals. Students will be paired with health care professionals at local hospitals who will supervise the development of projects for specific clients. Formal engineering design principles will be emphasized; overview of assistive technologies, patent issues, engineering ethics. Oral and written reports will be required. Selected projects may be continued as independent study. Prerequisite: Biomedical Engineering 154L or equivalent, or consent of instructor. Instructor: Bohs or Goldberg. One course.

264L. Medical Instrument Design. General principles of signal acquisition, amplification, processing, recording, and display in medical instruments. System design, construction, and evaluation techniques will be emphasized. Methods of real-time signal processing will be reviewed and implemented in the laboratory. Each student will design, construct, and demonstrate a functional medical instrument and collect and analyze data with that instrument. Formal write-ups and presentations of each project will be required. Prerequisite: Biomedical Engineering 154L or equivalent or senior standing. Instructor: S. Smith, Trahey, or Wolf. One course.

265. Advanced Topics in Biomedical Engineering. Advanced subjects related to programs within biomedical engineering tailored to fit the requirements of a small group. Consent of instructor required. Instructor: Staff. One course.

270. Introduction to Biomedical Optics. This introductory class examines the basic theory of laser light interaction with tissue, and the diagnostic and therapeutic uses of lasers in medicine. The class is divided into three parts: (I) Tissue Optics; (II) Laser-Tissue Interactions; and (III) Medical Applications of Lasers. Prerequisites: Biomedical Engineering 170, or consent of instructor. Instructor: Hooper. One course.

COURSES CURRENTLY UNSCHEDULED
7. Membranes
106. Mass and Energy Balances in Chemical and Biological Systems
170. Optics in Nature
145. Classical Thermodynamics
206L. Microprocessors and Digital Instruments
209. Kinetics and Reactor Design
223. Cellular and Integrative Cardiovascular Physiology and Biophysics
230. Tissue Biomechanics
244. Mathematical Models of Physiological Systems
250. Cardiovascular Mechanics

THE MAJOR

The major requirements are included in the minimum total of thirty-four courses listed under general requirements and departmental requirements. The following specific courses or their approved alternatives be included: Biomedical Engineering 83L, 100, 101, 110L, 145, 153, 154, 171, 207, and a biomedical engineering design course (204, 260, 264, or 227).

Civil and Environmental Engineering (CE)

Professor Avissar, Chair; Associate Professor Gavin, Director of Undergraduate Studies; Professors Haff, Laursen, Katul, Malin, Medina, Petroski, Trangenstein, and Virgin; Associate Professors Albertson, Boadu, Hueckel, Kabala, Kasibhatla, Peirce, and Porporato; Assistant Professors Dolbow, Khlystov, Linden, Nadeau, and Schuler; Professors Emeriti Brown and Wilson; Adjunct Associate Professor Vallero; Lecturers Blömëër, Brasier, Dowbiggin, Gustafson, Huntsinger, and Perrier
A major in civil engineering is available in this department. The civil engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

The infrastructure that makes up what we refer to as civilization is, for the most part, the work of civil and environmental engineers. Improving, or even maintaining, the quality of life is ever more challenging as urban problems in the industrialized nations of the world intensify, while rapid urbanization in many developing countries creates other opportunities and obligations for the civil and environmental engineer. The planning, design, construction, and maintenance of necessary facilities, in an era of increasingly scarce monetary and other resources, demand civil and environmental engineers dedicated to work for the public good and prepared to seek more efficient and effective solutions based on current technology. The challenges faced by civil and environmental engineers vary widely in nature, size, and scope, and encompass both the public and private sectors. Examples include: space structures and launch facilities, hazardous waste disposal facilities, water supply and treatment facilities, power plants, bridges, dams, buildings, tunnels, highways, subways, seaports, airports, and offshore structures.

The mission of the undergraduate program in the Department of Civil and Environmental Engineering at Duke University is to provide an education that prepares graduates to solve technical problems, to pursue life-long learning in their field, to assume leadership roles in their chosen careers, and to recognize their professional and personal obligations to the broader society and culture. The program is designed to provide a holistic educational experience where engineering sciences and design are combined with humanities and social sciences to provide the foundation for the critical thinking and skills that allow graduates to enjoy the benefits of a liberal education.

The goals of the program are to help graduates develop:

1. a solid understanding of the engineering sciences and the process of engineering design;
2. the ability to think critically;
3. the ability to communicate orally, in writing, and mathematically;
4. the ability to analyze and understand the social, economic, ethical and environmental implications of their engineering work;
5. the ability to work individually, as well as in teams, and manage the work of others; and
6. a commitment to life-long learning and professional development.

Students may pursue a degree program in civil engineering coupled with a double major in another department at Duke. Examples of recently completed double majors reflect the breadth of interests shared by civil and environmental engineering students at Duke: public policy studies, economics, French, mathematics, and music. A certificate program in architectural engineering is also available.

The civil and environmental engineering program is built upon the expertise and experience of the faculty and is supported by commensurate laboratory and instructional facilities. The civil and environmental engineering professors are committed to providing quality classroom instruction, advising, and laboratory experiences in settings that encourage student-faculty as well as student-student interactions. The faculty conducts research of national and international consequence, and undergraduates have ample opportunities to be involved in such research, through undertaking independent study projects and/or by working as research assistants. The research facilities in the department, including laboratory equipment and instrumentation as well as computer resources, are comparable to those found in other major universities.

Graduates of the Department of Civil and Environmental Engineering are able to select from a wide range of career paths. Recent graduates have pursued advanced
study in engineering, business, law, and architecture, while others have accepted positions with major corporations and federal, state, and local government agencies as design engineers and project managers.

24L. Introduction to Environmental Engineering and Science. Materials and energy balances applied to environmental engineering problems. Water pollution control, applied ecology, air quality management, solid and hazardous waste control. Environmental ethics. Prerequisite: Chemistry 11L. Instructor: Albertson or Peirce. One course.

116. Transportation Engineering. The role and history of transportation. Introduction to the planning and design of multimodal transportation systems. Principles of traffic engineering, route location, and geometric design. Planning studies and economic evaluation. Prerequisite: Statistics 113 and consent of instructor for nonengineering students. Instructor: Huntsinger. One course.

120L. Chemistry and Microbiology for Environmental Engineers. Fundamentals of physical and organic chemistry: equilibrium conditions, surface tension, chemical kinetics, mixtures, osmosis, sorption, and solvent extraction. Elements of bioenvironmental engineering: cells, microorganisms, nutrition and growth conditions, metabolism, and population dynamics. Applications of chemistry and microbiology to water and waste treatment processes in engineered systems. Prerequisite: Chemistry 11L or 21L. Instructor: Linden. One course.

122L. Fluid Mechanics. Physical properties of fluids; fluid-flow concepts and basic equations; continuity, energy, and momentum principles; dimensional analysis and dynamic similitude; viscous effects; applications emphasizing real fluids. Selected laboratory work. Corequisite: Engineering 123L. Instructor: Boadu, Kabala, Laursen, or Medina. One course.

123L. Water Resources Engineering. Descriptive and quantitative hydrology, hydraulics of pressure conduits and measurement of flow, compound pipe systems, analysis of flow in pressure distribution systems, open channel flow, reservoirs and distribution system storage. Groundwater hydrology and well-hydraulics. Probability and statistics in water resources. Selected laboratory and field exercises, computer applications. Prerequisite: Civil Engineering 122L. Instructor: Kabala or Medina. One course.

124L. Environmental Engineering. Physical, chemical, and microbiological characterization of water and wastewater. Introduction to water treatment processes and wastewater collection, treatment, and disposal systems. Air pollution control; solid and hazardous waste engineering. Laboratory included. Field trips to be arranged. Prerequisite: Civil Engineering 122L. Instructor: Linden, Peirce, or Schuler. One course.


131L. Matrix Structural Analysis. Development of stiffness matrix methods from first principles. Superposition of loads and elements. Linear analysis by hand and computer of plane and space structures comprising one-dimensional truss and beam elements. Prerequisites: Engineering 75L and Mathematics 103 or Mathematics 107. Instructors: Gavin, Laursen, or Virgin. One course.

133L. Concrete and Composite Structures. Properties and design of concrete. Analysis and design of selected reinforced concrete structural elements according to strength design methodology. Mechanics forming the foundation of the methodology is


141. Special Topics in Civil Engineering. Study arranged on a special topic in which the instructor has particular interest and competence. Consent of instructor and director of undergraduate studies required. Half course or one course each. Instructor: Staff. Variable credit.

142. Special Topics in Civil Engineering. Study arranged on a special topic in which the instructor has particular interest and competence. Consent of instructor and director of undergraduate studies required. Half course or one course each. Instructor: Staff. Variable credit.


162. Architectural Engineering II. Design and integration of building subsystems (enclosure, space, structural, environmental-control) in the design of a medium-sized building. Prerequisite: Civil Engineering 161 or consent of instructor. Instructor: Brasier. One course.

172. Engineering Undergraduate Fellows Projects. Intensive research project in Civil and Environmental Engineering by students selected as Engineering Undergraduate Fellows. Course credit is contingent upon satisfactory completion of 173 and 174. Consent of instructor and program director required. Instructor: Staff. One course.


175. Analytical and Computational Solid Mechanics. Investigation and application of intermediate concepts of mechanics, expanding upon elementary ideas covered in Engineering 75L. Topics include: generalized stress and strain relations and differential equations of equilibrium in solids; the theory of elasticity, including some fundamental solutions; failure and strength theories from mechanics; and plate bending. Introduction of the finite element method as a means of solution of plate and planar elasticity problems, including basic theoretical concepts and modeling techniques involved in applications. Assigned work will feature analytical work and application of commercial finite element packages. Prerequisites: Engineering 75L, Math 103 and 111 or consent of instructor. Instructor: Laursen or Dolbow. One course. C-L: Mechanical Engineering and Materials Science 175
192. Integrated Structural Design. Student design teams complete a preliminary design of an actual structural engineering project and present the design to a panel of civil engineering faculty and practitioners. A written technical report is required. Topics to be addressed include: the design process; cost estimation; legal, ethical, and social aspects of professional engineering practice; short-term and long-term design serviceability considerations. Open only to civil engineering students during their final two semesters. Prerequisites: Civil Engineering 131L, 133L, 134L. Instructor: Staff. One course.

193. Integrated Environmental Design. Student design teams complete a preliminary design of an actual environmental engineering project and present the design to a panel of civil engineering faculty and practitioners. A written technical report is required. Topics to be addressed include: the design process; cost estimation; legal, ethical, and social aspects of professional engineering practice; short-term and long-term design serviceability considerations. Open only to civil engineering students during their final two semesters. Prerequisites: Civil Engineering 120L, 123L, 124L. Instructor: Staff. One course.

197. Projects in Civil Engineering. These courses may be taken by junior and senior engineering students who have demonstrated aptitude for independent work. Consent of instructor and director of undergraduate studies required. Half course or one course each. Instructor: Staff. Variable credit.

198. Projects in Civil Engineering. These courses may be taken by junior and senior engineering students who have demonstrated aptitude for independent work. Consent of instructor and director of undergraduate studies required. Half course or one course each. Instructor: Staff. Variable credit.


204. Plates and Shells. Differential equation and extremum formulations of linear equilibrium problems of Kirchhoffian and non-Kirchhoffian plates of isotropic and anisotropic material. Solution methods. Differential equation formulation of thin anisotropic shell problems in curvilinear coordinates; membrane and bending theories; specialization for shallow shells, shells of revolution, and plates. Extremum formulation
of shell problems. Solution methods. Prerequisites: Engineering 75L or 135 and Mathematics 111. Instructor: Staff. One course.

205. Mechanics of Composite Materials. Theory and application of effective medium, or homogenization, theories to predict macroscopic properties of composite materials based on microstructural characterizations. Effective elasticity, thermal expansion, moisture swelling, and transport properties, among others, are presented along with associated bounds such as Voigt/Reuss and Hashin-Shtrikman. Specific theories include Eshelby, Mori-Tanaka, Kuster-Toksoz, self-consistent, generalized self-consistent, differential method, and composite sphere and cylinder assemblages. Tensor-to-matrix mappings, orientational averaging, and texture analysis. Composite laminated plates, environmentally induced stresses, and failure theories. Prerequisite: Civil Engineering 201 or consent of instructor. Instructor: Nadeau. One course.

206. Elasticity. One course. C-L: see Biomedical Engineering 206

207. Transport Phenomena in Biological Systems. One course. C-L: see Biomedical Engineering 207; also C-L: Mechanical Engineering and Materials Science 207


210. Intermediate Dynamics. One course. C-L: see Mechanical Engineering and Materials Science 210

211. Energy Flow and Wave Propagation in Elastic Solids. Derivation of equations for wave motion in simple structural shapes: strings, longitudinal rods, beams and membranes, plates and shells. Solution techniques, analysis of systems behavior. Topics covered include: nondispersive and dispersive waves, multiple wave types (dilational, distortion), group velocity, impedance concepts including driving point impedances and moment impedances. Power and energy for different cases of wave propagation. Prerequisites: Engineering 123L and Mathematics 111 or consent of instructor. Instructor: Franzoni. One course. C-L: Mechanical Engineering and Materials Science 234


225. Dynamic Engineering Hydrology. Dynamics of the occurrence, circulation, and distribution of water; climate, hydrometeorology, geophysical fluid motions. Precipitation, surface runoff and stream flow, infiltration, water losses. Hydrograph analysis, catchment characteristics, hydrologic instrumentation, and computer simulation models. Prerequisite: Civil Engineering 122L or consent of instructor. Instructor: Medina. One course.

238. Environmental Geomechanics. The course addresses engineered and natural situations, where mechanical and hydraulic properties of soils and rocks depend on environmental (thermal chemical, biological) processes. Experimental findings are reviewed, and modeling of coupled thermo-mechanical, chemo-mechanical technologies are reviewed. Instructor: Hueckel. One course.

240. Chemical Fate of Organic Compounds. One course. C-L: see Environment 240

241. Physical and Chemical Treatment Processes In Environmental Engineering. Theory and design of fundamental and alternative physical and chemical treatment
processes for pollution remediation. Reactor kinetics and hydraulics, gas transfer, adsorption, sedimentation, precipitation, coagulation/flocculation, chemical oxidation, disinfection. Prerequisites: introductory environmental engineering, chemistry, graduate standing, or permission of instructor. Instructor: Linden. One course.

243. Physicochemical Unit Operations in Water Treatment. Fundamental bases for design of water and waste treatment systems, including transport, mixing, sedimentation and filtration, gas transfer, coagulation, and absorption processes. Emphasis on physical and chemical treatment combinations for drinking water supply. Prerequisite: Civil Engineering 124L. Instructor: Kabala. One course.

244. Biological Processes in Environmental Engineering. Biological processes as they relate to environmental systems, including wastewater treatment and bioremediation. Concepts of microbiology, chemical engineering, stoichiometry, and kinetics of complex microbial metabolism, and process analyses. Specific processes discussed include carbon oxidation, nitrification/denitrification, phosphorus removal, methane production, and fermentation. Consent of instructor required. Instructor: Schuler. One course.

245. Pollutant Transport Systems. Distribution of pollutants in natural waters and the atmosphere; diffusive and advective transport phenomena within the natural environment and through artificial conduits and storage/treatment systems. Analytical and numerical prediction methods. Prerequisites: Civil Engineering 122L and Mathematics 111 or equivalents. Instructor: Medina. One course.

246. Water Supply Engineering Design. The study of water resources and municipal water requirements including reservoirs, transmission, treatment and distribution systems; methods of collection, treatment, and disposal of municipal and industrial wastewaters. The course includes the preparation of a comprehensive engineering report encompassing all aspects of municipal water and wastewater systems. Field trips to be arranged. Prerequisite: Civil Engineering 124L or consent of instructor. Instructor: Staff. One course.


248. Solid Waste Engineering. Engineering design of material and energy recovery systems including traditional and advanced technologies. Sanitary landfills and incineration of solid wastes. Application of systems analysis to collection of municipal refuse. Major design project in solid waste management. Prerequisite: Civil Engineering 124L or consent of instructor. Instructor: Staff. One course. C-L: Environment 248


251. Engineering Analysis and Computational Mechanics. Mathematical formulation and numerical analysis of engineering systems with emphasis on applied mechanics. Equilibrium and eigenvalue problems of discrete and distributed systems; properties of these problems and discretization of distributed systems in continua by the trial functions with undetermined parameters. The use of weighted residual methods, finite elements, and finite differences. Prerequisite: senior or graduate standing. Instructor: Dolbow and Laursen. One course.

252. Buckling of Engineering Structures. An introduction to the underlying concepts of elastic stability and buckling, development of differential equation and energy
approaches, buckling of common engineering components including link models, struts, frames, plates, and shells. Consideration will also be given to inelastic behavior, postbuckling, and design implications. Prerequisite: Civil Engineering 131L or consent of instructor. Instructor: Virgin. One course. C-L: Mechanical Engineering and Materials Science 252

254. Introduction to the Finite Element Method. Investigation of the finite element method as a numerical technique for solving linear ordinary and partial differential equations, using rod and beam theory, heat conduction, elastostatics and dynamics, and advective/diffusive transport as sample systems. Emphasis placed on formulation and programming of finite element models, along with critical evaluation of results. Topics include: Galerkin and weighted residual approaches, virtual work principles, discretization, element design and evaluation, mixed formulations, and transient analysis. Prerequisites: a working knowledge of ordinary and partial differential equations, numerical methods, and programming in FORTRAN. Instructor: Dolbow and Laursen. One course.

255. Nonlinear Finite Element Analysis. Formulation and solution of nonlinear initial/boundary value problems using the finite element method. Systems include nonlinear heat conduction/diffusion, geometrically nonlinear solid and structural mechanics applications, and materially nonlinear systems (for example, elastoplasticity). Emphasis on development of variational principles for nonlinear problems, finite element discretization, and equation-solving strategies for discrete nonlinear equation systems. Topics include: Newton-Raphson techniques, quasi-Newton iteration schemes, solution of nonlinear transient problems, and treatment of constraints in a nonlinear framework. An independent project, proposed by the student, is required. Prerequisite: Civil Engineering 254 or consent of instructor. Instructor: Laursen. One course.

256. Computational Methods for Evolving Discontinuities. Presents an overview of advanced numerical methods for the treatment of engineering problems such as brittle and ductile failure and solid-liquid phase transformations in pure substances. Analytical methods for arbitrary discontinuities and interfaces are reviewed, with particular attention to the derivation of jump conditions. Partition of unity and level set methods. Prerequisites: CE 254, CE 255, or instructor consent. Instructor: Dolbow. One course.

260. Vadose Zone Hydrology. Transport of fluids, heat, and contaminants through unsaturated porous media. Understanding the physical laws and mathematical modeling of relevant processes. Field and laboratory measurements of moisture content and matric potential. Prerequisites: Civil Engineering 122L and Mathematics 111, or consent of instructor. Instructor: Kabala. One course.

262. Analytical Models of Subsurface Hydrology. Reviews the method of separation of variables, surveys integral transforms, and illustrates their application to solving initial boundary value problems. Three parts include: mathematical and hydrologic fundamentals, integral transforms and their philosophy, and detailed derivation via integral transforms of some of the most commonly used models in subsurface hydrology and environmental engineering. Discussion and use of parameter estimation techniques associated with the considered models. Prerequisites: Mathematics 111 and either Civil Engineering 122L or 123L, or consent of instructor. Instructor: Kabala. One course.

Prerequisite: a course in linear systems and classical control, or consent of instructor. Instructor: Bushnell, Clark, or Gavin. One course. C-L: Electrical and Computer Engineering 263, Mechanical Engineering and Materials Science 263

255. Advanced Topics in Civil and Environmental Engineering. Opportunity for study of advanced subjects relating to programs within the civil and environmental engineering department tailored to fit the requirements of individuals or small groups. Instructor: Staff. Variable credit.

269. Fundamentals and Applications of UV Processes in Environmental Systems. Ultraviolet light based processes as they relate to treatment of contaminants in water and air. Concepts in photochemistry and photobiology, fluence determination, UV disinfection, photodegradation processes for chemical containments, advanced oxidation processes, mathematical modeling and design of UV systems. Includes laboratory exercises. Prerequisites: CE 241 or consent or instructor. Instructor: Linden. One course.

270. Environmental and Engineering Geophysics. Use of geophysical methods for solving engineering and environmental problems. Theoretical frameworks, techniques, and relevant case histories as applied to engineering and environmental problems (including groundwater evaluation and protection, siting of landfills, chemical waste disposals, roads assessments, foundations investigations for structures, liquefaction and earthquake risk assessment). Introduction to theory of elasticity and wave propagation in elastic and poroelastic media, electrical and electromagnetic methods, and ground penetrating radar technology. Prerequisite: Mathematics 111 or Physics 52L or consent of instructor. Instructor: Boadu. One course.


272. Wave Propagation in Elastic and Poroelastic Media. Basic theory, methods of solution, and applications involving wave propagation in elastic and poroelastic media. Analytical and numerical solution of corresponding equations of motion. Linear elasticity and viscoelasticity as applied to porous media. Effective medium, soil/rock materials as composite materials. Gassmann's equations and Biot's theory for poroelastic media. Stiffness and damping characteristics of poroelastic materials. Review of engineering applications that include NDT, geotechnical and geophysical case histories. Prerequisite: Mathematics 111 or consent of instructor. Instructor: Boadu. One course.

279. Introduction to Atmospheric Chemistry. NS One course. C-L: see Environment 279

281. Experimental Systems. Formulation of experiments; Pi theorem and principles of similitude; data acquisition systems; static and dynamic measurement of displacement, force, and strain; interfacing experiments with digital computers for data storage, analysis, and plotting. Students select, design, perform, and interpret laboratory-scale experiments involving structures and basic material behavior. Prerequisite: senior or graduate standing in engineering or the physical sciences. Instructor: Gavin. One course.

283. Structural Dynamics. Formulation of dynamic models for discrete and continuous structures; normal mode analysis, deterministic and stochastic responses to shocks and environmental loading (earthquakes, winds, and waves); introduction to nonlinear
dynamic systems, analysis and stability of structural components (beams and cables and large systems such as offshore towers, moored ships, and floating platforms). Instructor: Gavin. One course.

COURSES CURRENTLY UNSCHEDULED
99. Structures in Byzantine Architecture
127. Environmental Pollution Control
202. Applied Mathematics for Engineers
209. Kinetics and Reactor Design
215. Engineering Systems Analysis
217. Transportation Systems Analysis
220. Water Resources Systems Planning and Management
221. Engineering Systems Reliability, Safety, and Risk Assessment
226. Operational Hydrology
227. Groundwater Hydrology and Contaminant Transport
228L. Sludge Management and Disposal
231. Theory of Adaptive Structures
232. Reinforced Concrete Design
233. Prestressed Concrete Design
234. Advanced Structural Design in Metals
235. Foundation Engineering
236. Earth Structures
237. Advanced Soil Mechanics
242. Environmental Aquatic Chemistry
257. Structural Optimization
258. Analysis of Dynamic and Nonlinear Behavior of Structures
261. Stochastic Subsurface Hydrology
264. Physico-Bio-Chemical Transformations

THE MAJOR
The major requirements are included in the minimum of thirty-four courses listed under general requirements and departmental requirements. The following specific courses must be included. All majors must take Engineering 24L, 25L, 53L, 75L, 115, 123L, and 150L: Civil and Environmental Engineering 122L, 130L, and 139L. Majors choosing the structural engineering and mechanics sequence must take Civil and Environmental engineering 131L, 133L, 134L and 192. Majors choosing the environmental engineering and water resources sequence must take Civil and Environmental Engineering 120L, 123L, 124L and 193.

Electrical and Computer Engineering (ECE)

Professor Brown, Chair; Professor Marinos, Associate Chair; Associate Professor of the Practice Ybarra, Director of Undergraduate Studies; Professors Brady, Carin, Fair, Johnson, Joines, Jokerst, Krolik, Massoud, Nolte, Trivedi, and P. Wang; Associate Professors Board, Brooke, Chakrabarty, Collins, Kedem, Liu, and Teitsworth; Assistant Professors Cummer, George, Ozev, and Sorin; Professors Emeriti Casey, Owen, McCumber, and Wilson; Assistant Professor of the Practice Huettel; Assistant Research Professors Morizio and Tantum; Adjunct Professor Guenther; Adjunct Associate Professor Derby; Adjunct Assistant Professors Ardalan, Bollapragada, Cramer, Janet, Richards, and Retana; Visiting Professor Kaiser; Lecturer Gustafson

The mission of the Department of Electrical and Computer Engineering is to facilitate the development of well rounded, educated, productive, and ethical individuals who are well versed in technical as well as social, political, and environmental issues pertinent to electrical and computer engineering. The goal is to provide
students with a rich diversity of necessary skills, opportunities to explore their varied interests, and avenues to launch successfully into a variety of careers, each involving a lifelong process of learning, service, and leadership within the graduate's own local, national and global communities.

Two majors are offered by the Department of Electrical and Computer Engineering: one a program in Electrical Engineering (EE), the other a program in Electrical and Computer Engineering (ECE). Both programs are fully accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), the operative accreditation body for engineering in the United States. Each leads to a Bachelor of Science in Engineering (BSE) degree, and each shares a common core curriculum in mathematics, science, computer science, and humanities & social sciences, and a set of fundamental electrical and computer engineering courses dealing with the acquisition, processing, control, transmission, and application of information and energy by what are fundamentally electrical or electromagnetic means, including optics.

The following educational objectives are fundamental:

• Provide a solid foundation in mathematics, physical sciences, and computer programming to enable successful completion of the EE/ECE undergraduate programs, future professional growth in fact-based reasoning and analysis, adaptation to new technologies, and life-long learning in an increasingly technology-dependent society. Engineering is a dynamically changing field, necessitating life-long learning.

• Build a broad engineering core competence to enable our students to communicate and interact effectively with engineers in different areas of specialization, to assess the reasonableness of new ideas and the value of new technology, and to make technology decisions with confidence. This includes developing in our undergraduates the ability to perform integrated problem solving from problem identification, to analysis, to hypothesis testing, to solution verification, to implementation. Our goal is educated students with competence across specialties who understand the qualities in science and problem-solving approach that are common to many seemingly different fields and who realize that effective problem-solving skills require life-long learning.

• Develop in our students in-depth knowledge and experience in two to three EE/ECE topic areas, to prepare EE/ECE graduates for their first job or for entry into a graduate engineering program or a professional school. A challenging team-based design experience which builds upon knowledge and skills from prior coursework and which incorporates engineering standards and realistic constraints is essential preparation: from product or service conception, to identification and inclusion of relevant stakeholders, to detailed specifications, to design, to realization and verification.

• Imbue in our students an active curiosity about the world. Ensure a breadth of learning in the social sciences and humanities, so that they will be informed citizens sensitive to the impact of business and technical decisions, including their own, on contemporary social, political, ethical and environmental issues.

• Instill in our students an optimistic self-confidence, a high degree of personal integrity, and the belief that they can each make a difference. Bolster this self-confidence by developing the professional competence outlined above, by developing persuasive communication skills in a
variety of media (including written reports and oral presentations with visual or aural aids), by engaging them in team-based activities, and by strengthening their interpersonal skills.

These broadly scoped Educational Objectives apply to both the EE and the ECE programs and exploit the natural advantage of an engineering school embedded in a strong liberal-arts university. The principal differences between the EE and ECE programs are ones of emphasis in the specific courses recommended or required in mathematics, computer programming, engineering competence, and areas of concentration. Students can explore areas more deeply and experience some of the challenges of research at the frontiers of knowledge by taking additional advanced courses and/or by independent study with faculty experts.

For students expecting to enter the engineering profession after graduation, each program prepares a student for professional work in the selected area of concentration but yet has sufficient breadth that a significant fraction of graduates are able immediately upon graduation or within a few years thereafter to become gainfully employed outside of engineering or in an engineering field different from that of their undergraduate major. For students expecting to enter fields such as medicine, law, business management, or to an ROTC appointment in the armed forces, the programs reinforce the broad relevance of the powerful problem-solving methodologies of engineering and illuminate enabling technologies for breathtaking applications of technology.

Engineering design is integrated throughout the curriculum. In addition, prior to graduation, each engineering major must complete an approved design elective providing a significant team-based design experience that integrates science, engineering, and design principles learned in prior courses and that incorporates realistic engineering constraints. Students learn the importance of project planning, well defined product specifications, and effective engineering teamwork.

The Electrical Engineering (EE) and Electrical and Computer Engineering (ECE) programs at Duke are each sufficiently flexible to permit motivated students to complete the requirements for a second major. The most popular second majors are in computer science and in biomedical engineering. Other second majors include mathematics, economics, physics, and public policy studies. Interests such as premedicine, prelaw, art, music, psychology, and social sciences can be accommodated through individually designed programs.

Students are encouraged to take more than the minimum required courses in the sciences and the liberal arts, as is fitting at an engineering school in a university with a strong liberal-arts tradition. In addition, juniors and seniors can, with proper planning, participate in international programs such as a semester of study abroad or the International Honors Program.

THE MAJOR

The requirements for the Electrical Engineering (EE) and Electrical and Computer Engineering (ECE) majors are included in the minimum total of 34 courses listed under the general requirements and departmental requirements. The program of study must include an approved engineering design course taken in the junior or senior year of the program.

61L. Introduction to Electric Circuits. Techniques for analyzing linear circuits. Nodal and mesh analysis, superposition and linearity, Thévenin and Norton equivalent circuits, operational amplifiers, energy storage, transient analysis, phasors and impedance, RMS values, AC power, frequency response, resonance, and filters. Circuit simulation using PSpice. Prerequisite: Mathematics 32. You must also enroll in ECE 61L9 when you enroll in this class. Instructor: Ybarra, Brown, or Gustafson. One course.
62L. Introduction to Electronics: Devices. Fundamentals of semiconductor physics. Device modeling. Basic device operation, I(V) characteristics, temperature effects, capacitance effects, equivalent circuit and SPICE models, high frequency and switching properties of PN junction diodes, bipolar-junction transistors, MOS capacitors, and MOSFETs. Application to basic electronic circuits. Prerequisite: Electrical Engineering 61L. You must also enroll in ECE 62L9 when you enroll in this class. Instructor: Brown, Fair, Massoud, or Ozev. One course.

64. Signals and Systems. Signal representations, system response, convolution, correlation; Fourier series and transforms, transfer functions; Laplace transforms, state variables, stability; discrete signals and transforms, fast Fourier transform; z transforms. Applications to networks, modulation, sampling, filtering. Computer solutions of problems using MAPLE, Matlab, and SPICE. Prerequisite: Electrical Engineering 61L. Instructor: Collins or Huettel. One course.

122. Modern Optics I. NS, QID One course. C-L: see Physics 185

123. Photonic and Electronic Design Projects. A team activity based on photonic and electronic design problems obtained from industry involving the formulation and written presentation of a solution to the design problem; the execution and evaluation of the approved design; and a written and oral presentation of the performance of the design solution all for faculty review. The design project exposes students to basic scientific concepts and to the processes by which scientific and technological advances are made and incorporated into society. Prerequisites: Electrical Engineering 163 and Electrical Engineering 122 Instructor: Guenther. One course.


148L. Electrical Energy Systems. Electrical systems including energy distribution, static, linear, and rotary energy conversion, and control functions, linear and discrete, for energy conversion. DC and steady-state AC circuits. Transmission lines for distribution and signal transfer. Studies of static transformers, linear transducers, and rotary machines. Control theory applied to system operation. Laboratory. Prerequisites: Physics 52L and either Electrical Engineering 61L or Mathematics 111. Instructor: George. One course.

149. Electric Vehicle Project. The study of electrical components found in and the construction of an electric vehicle. Traction motors, controllers, and chargers, batteries, and metering. Project portion includes building of needed electrical devices and wiring of traction, control, lighting, and other components along with construction of adapters and devices necessary for the conversion of a vehicle to electric drive. Prerequisite: Physics 52 or Electrical Engineering 61. Instructor: George. Also taught as ME 149. One course. C-L: Mechanical Engineering and Materials Science 149
151L. Introduction to Switching Theory and Logic Design. Techniques for the analysis and design of combinational and sequential networks. Discrete mathematical systems, binary arithmetic, Boolean algebra, minimization of functions, synchronous and fundamental mode sequential circuit design, design with MSI and LSI components, and special properties of switching functions are covered. Selected laboratory work. Also taught as Computer Science 120L. Instructor: Cramer or Marinos. One course. C-L: Computer Science 120

152. Introduction to Computer Architecture. Architecture and organization of digital computer systems. Processor operation, computer arithmetic, instruction set design. Assembly language programming. Selected hardware and software exercises culminating in the design, simulation, and implementation in FPGA technology of the major components of a complete computer system. Not open to students who have taken Computer Science 104. Prerequisite: Electrical Engineering 151. Instructor: Board or Sorin. One course. C-L: Information Science and Information Studies

153. Introduction to Operating Systems. Basic concepts and principles of multiprogrammed operating systems. Processes, interprocess communication, CPU scheduling, mutual exclusion, deadlocks, memory management, I/O devices, file systems, protection mechanisms. Also taught as Computer Science 110. Prerequisites: Computer Science 100 and 104. Instructor: Chase or Ellis. One course.

154. Introduction to Embedded Systems. An introduction to hardware/software codesign of embedded computer systems. Structured programming techniques for high and low level programs. Hardware interfacing strategies for sensors, actuators, and displays. Detailed study of Motorola 68HC11 and 68HC12 microcomputers as applied to embedded system development. Hardware and simulation laboratory exercises with 68HC11 and 68HC12 development boards. Major design project. Prerequisite: ECE 152 or equivalent and consent of instructor. Instructor: Board. One course.


158. Web Technologies. Introduction to the programming languages, authoring tools, and other technologies needed to design and implement effective sites on the World Wide Web. Topics include HTML, Javascript, cgi-bin, multimedia, and security. Students lead many class sessions; course project is to design or redesign a web site of interest to the Duke or Durham communities. Pass/ fail grading only. Prerequisite: knowledge of at least one programming language at level of Computer Science 1. Instructor: Board. Half course. C-L: Information Science and Information Studies

159. Discrete Mathematics. Mathematics as applied to finite and infinite collections of discrete objects, including techniques for solving engineering problems involving finite and infinite sets, permutations and combinations of elements, discrete numeric functions, finite and infinite sums. Mathematical methods needed to tackle real-world problems in computer engineering, applied mathematics, computer science, and engineering. Instructor: Staff. One course.

164L. Electronic Design Projects. Electronics/photonics project laboratory in which multidisciplinary teams of students build and test custom designed circuits or electronic/photonic systems. Students gain experience in the design/build/test/demonstrate process. Requirements: design plan incorporating engineering standards and realistic constraints, timeline indicating project milestones, written project report, and oral presentations to the class. Completed design must consider most of the following: cost, environmental impact, manufacturability, ethics, health and safety, social and political impact. Prerequisites: Electrical Engineering 163L (or Biomedical Engineering 154L with consent of instructor) and at least one of 141, 151L, or 180. Instructor: Brooke, George, Jokerst, and Ybarra. One course.

170L. Introduction to Electromagnetic Fields. Postulatory treatment of electromagnetic fields based on Maxwell’s equations. Discussion of the Lorentz force equation and the Poynting theorem. Treatment of propagation, reflection, and transmission of plane waves through various media and dielectric interfaces. Introduction to electrostatic and magnetostatic fields and potential functions. Prerequisites: Mathematics 104 or 111 and Physics 52L. Instructor: Carin, Cummer, Joines, or Liu. One course.

171. Applications of Electromagnetic Fields and Waves. Solution techniques applied to static and dynamic field problems. Discussions and example applications include the following topics: waves and transmission lines, waveguides and resonators, antennas and radiation, and electromagnetic forces and energy. Prerequisite: Electrical Engineering 170L. Instructor: Carin or Joines. One course.

176. Thermal Physics. Thermal properties of matter treated using the basic concepts of entropy, temperature, chemical potential, partition function, and free energy. Topics include the laws of thermodynamics, ideal gases, thermal radiation and electrical noise, heat engines, Fermi-Dirac and Bose-Einstein distributions, semiconductor statistics, kinetic theory, and phase transformations. Also taught as Physics 176. Prerequisites: Mathematics 103 or equivalent and Physics 51L, 52L or equivalent. Instructor: Staff. One course.

180. Fundamentals of Digital Signal Processing. An introduction to theory and applications of digital signal processing. Concepts, analytical tools and design techniques to process signals in digital form. Signal sampling and reconstruction, discrete-time transforms including the z-transform, discrete-time Fourier transform, and discrete Fourier transform. Discrete systems including the analysis and design of FIR and IIR filters. Introduction to applications of digital signal processing such as image processing, and optimal detection of signals in noise. Discrete system simulations using MATLAB. Prerequisite: Electrical Engineering 64 and Mathematics 135 or Statistics 113, or consent of instructor. Instructor: Nolte. One course.


189. Digital Image Processing. Concepts and methodologies for digital image processing to provide a solid foundation as the basis for further study and research. Elements of digital image processing systems including visual perception, sampling and quantization, and imaging geometry. 2-D Fourier transforms and other separable image transforms for image enhancement, restoration, compression, and segmentation. Frequency domain and spatial domain filter design with applications to image representation and description. Pattern classification and recognition technologies using a knowledge base within logical systems and semantic networks is a central theme including image interpretation and vision expert systems. A formal project presentation is required by all students. Prerequisites: Electrical Engineering 180 and Mathematics 135 or Statistics 113. Instructor: P. Wang. One course. C-L: Information Science and Information Studies

191. Undergraduate Research in Electrical Engineering. For juniors only. Half course or one course each. Instructor: Staff. Variable credit.

192. Undergraduate Research in Electrical Engineering. For juniors only. Half course or one course each. Instructor: Staff. Variable credit.

193. Undergraduate Research in Electrical Engineering. For seniors only. Half course or one course each. Instructor: Staff. Variable credit.

194. Undergraduate Research in Electrical Engineering. For seniors only. Half course or one course each. Instructor: Staff. Variable credit.

195. Special Topics in Electrical Engineering. Study of selected topics in electrical engineering tailored to fit the requirements of a small group. Consent of instructor and director of undergraduate studies required. Half course or one course each. Instructor: Staff. Variable credit.

196. Special Topics in Electrical Engineering. Study of selected topics in electrical engineering tailored to fit the requirements of a small group. Consent of instructor and director of undergraduate studies required. Half course or one course each. Instructor: Staff. Variable credit.

197. Projects in Electrical Engineering. A course which may be undertaken only by seniors who are enrolled in the graduation with distinction program or who show special aptitude for individual project work. Elective for electrical engineering majors. Consent of director of undergraduate studies required. Half course to two courses each. Instructor: Staff. Variable credit.

198. Projects in Electrical Engineering. A course which may be undertaken only by seniors who are enrolled in the graduation with distinction program or who show special aptitude for individual project work. Elective for electrical engineering majors. Consent of director of undergraduate studies required. Half course to two courses each. Instructor: Staff. Variable credit.

211. Quantum Mechanics. Discussion of wave mechanics including elementary applications, free particle dynamics, Schrödinger equation including treatment of systems with exact solutions, and approximate methods for time-dependent quantum mechanical systems with emphasis on quantum phenomena underlying solid-state electronics and physics. Prerequisite: Mathematics 111 or equivalent. Instructor: Brady. One course.
214. Introduction to Solid-State Physics. Discussion of solid-state phenomena including crystalline structures, X-ray and particle diffraction in crystals, lattice dynamics, free electron theory of metals, energy bands, and superconductivity, with emphasis on understanding electrical and optical properties of solids. Prerequisite: quantum physics at the level of Physics 143L or Electrical Engineering 211. Instructor: Tetsworth. One course.

215. Semiconductor Physics. A quantitative treatment of the physical processes that underlie semiconductor device operation. Topics include band theory and conduction phenomena; equilibrium and nonequilibrium charge carrier distributions; charge generation, injection, and recombination; drift and diffusion processes. Prerequisite: Electrical Engineering 211 or consent of instructor. Instructor: Staff. One course.


243. Pattern Classification and Recognition Technology. Theory and practice of recognition technology: pattern classification, pattern recognition, automatic computer decision-making algorithms. Applications covered include medical diseases, severe weather, industrial parts, biometrics, bioinformation, animal behavior patterns, image processing, and human visual systems. Perception as an integral component of
intelligent systems. This course prepares students for advanced study of data fusion, data mining, knowledge base construction, problem-solving methodologies of "intelligent agents" and the design of intelligent control systems. Prerequisites: Mathematics 104, Statistics 113 or Mathematics 135, Computer Science 6, or consent of instructor. Instructor: P. Wang. One course.

245. Digital Control Systems. Review of traditional techniques used for the design of discrete-time control systems; introduction of "nonclassical" control problems of intelligent machines such as robots. Limitations of the assumptions required by traditional design and analysis tools used in automatic control. Consent of instructor required. Instructor: Staff. One course.


251. Advanced Digital System Design. Covers fundamentals of advanced digital system design, and use of hardware description language, VHDL, for their synthesis and simulation. Examples of systems considered include the arithmetic/logic unit, memory, and microcontrollers. Course includes appropriate design project incorporating engineering standards and realistic constraints in the outcome of the design process. Additionally, design must consider most of the following: Cost, environmental impact, manufacturability, health and safety, ethics, social and political impact. Each design project executed by team of four or five students responsible for generating final written project report, and making appropriate presentation of results to class. Prerequisite: Electrical Engineering 151L and senior/graduate standing. Instructor: Marinos. One course.

252. Advanced Computer Architecture I. M, QID, R One course. C-L: see Computer Science 220


257. Performance and Reliability of Computer Networks. Methods for performance and reliability analysis of local area networks as well as wide area networks. Probabilis-


259. Advanced Computer Architecture II. M, QID One course. C-L: see Computer Science 221

261. CMOS VLSI Design Methodologies. Emphasis on full-custom chip designs. Extensive use of CAD tools for IC design, simulation, and layout verification. Techniques for designing high-speed, low-power, and easily-testable circuits. Semester design project: Groups of four students design and simulate a simple custom IC using Mentor Graphics CAD tools. Teams and project scope a multidisciplinary; each team includes students with interests in processing, biomedical engineering, electronics, photonics. A formal project proposal, written project report, and formal project presentation also required. Chip design incorporates considerations such as cost, economic viability, environmental impact, ethical issues, manufacturability, and social and political impact. Prerequisite: Electrical Engineering 151L and 163L. Some background in computer organization is helpful but not required. Instructor: Chakrabarty. One course.


263. Multivariable Control. One course. C-L: see Civil Engineering 263; also C-L: Mechanical Engineering and Materials Science 263

266. Synthesis and Verification of VLSI Systems. Algorithms and CAD tools for VLSI synthesis and design verification, logic synthesis, multi-level logic optimization, high-level synthesis, logic simulation, timing analysis, formal verification. Prerequisite: Electrical Engineering 151L or equivalent. Instructor: Chakrabarty. One course.

269. VLSI System Testing. Fault modeling, fault simulation, test generation algorithms, testability measures, design for testability, scan design, built-in self-test, system-on-a-chip testing, memory testing. Prerequisite: Electrical Engineering 151L or equivalent. Instructor: Chakrabarty. One course.

271. Electromagnetic Theory. The classical theory of Maxwell’s equations; electrostatics, magnetostatics, boundary value problems including numerical solutions, currents and their interactions, and force and energy relations. Three class sessions. Prerequisite: Electrical Engineering 170. Instructor: Carin, Joines, or Liu. One course.

communication systems. Prerequisite: Electrical Engineering 170L or 271. Instructor: Joines. One course.

273. Optical Communication Systems. Mathematical methods, physical ideas, and device concepts of optoelectronics. Maxwell’s equations, and definitions of energy density and power flow. Transmission and reflection of plane waves at interfaces. Optical resonators, waveguides, fibers, and detectors are also presented. Prerequisite: Electrical Engineering 170L or equivalent. Instructor: Joines. One course.

274. Modern Optics I. Optical processes including the propagation of light, coherence, interference, and diffraction. Consideration of the optical properties of solids with applications of these concepts to lasers and modern optical devices. Lecture and laboratory projects. Also taught as Physics 185. Instructor: Guenther. One course.


277. Computational Electromagnetics. Systematic discussion of useful numerical methods in computational electromagnetics including integral equation techniques and differential equation techniques, both in the frequency and time domains. Hands-on experience with numerical techniques, including the method of moments, finite element and finite-difference time-domain methods, and modern high order and spectral domain methods. Prerequisite: Electrical and Computer Engineering 271 or consent of instructor. Instructor: Carin or Liu. One course.

278. Inverse Problems in Electromagnetics and Acoustics. Systematic discussion of practical inverse problems in electromagnetics and acoustics. Hands-on experience with numerical solution of inverse problems, both linear and nonlinear in nature. Comprehensive study includes: discrete linear and nonlinear inverse methods, origin and solution of nonuniqueness, tomography, wave-equation based linear inverse methods, and nonlinear inverse scattering methods. Assignments are project oriented using MATLAB. Prerequisites: Graduate level acoustics or electromagnetics (EE 271), or consent of instructor. Instructor: Liu. One course.


284. Acoustics and Hearing. One course. C-L: see Biomedical Engineering 235

285. Signal Detection and Extraction Theory. Introduction to signal detection and information extraction theory from a statistical decision theory viewpoint. Subject areas covered within the context of a digital environment are decision theory, detection and
estimation of known and random signals in noise, estimation of parameters and adaptive recursive digital filtering, and decision processes with finite memory. Applications to problems in communication theory. Prerequisite: Electrical Engineering 281 or consent of instructor. Instructor: Nolte. One course.

286. Digital Processing of Speech Signals. Detailed treatment of the theory and application of digital speech processing. Modeling of the speech production system and speech signals; speech processing methods; digital techniques applied in speech transmission, speech synthesis, speech recognition, and speaker verification. Acoustic-phonetics, digital speech modeling techniques, LPC analysis methods, speech coding techniques. Application case studies: synthesis, vocoders, DTW (dynamic time warping)/HMM (hidden Markov modeling) recognition methods, speaker verification/identification. Prerequisite: Electrical Engineering 182 or equivalent or consent of instructor. Instructor: Staff. One course.


299. Advanced Topics in Electrical Engineering. Opportunity for study of advanced subjects related to programs within the electrical engineering department tailored to fit the requirements of a small group. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED

276. Laser Physics.

THE MAJOR

The major requirements are included in the minimum total of 34 courses listed under the general requirements and departmental requirements. The program of courses must include an approved electrical engineering course which must be taken in the junior or senior year of the program. This course must have as a prerequisite at least one course in the discipline.

Mechanical Engineering and Materials Science (ME)

Professor Hall, Chair; Associate Professor Jones, Director of Undergraduate Studies; Professors Bejan, Clark, Cocks, Dowell, Garg, Harman, Hochmuth, Needham, Shaughnessy, Tan, and Virgin; Associate Professors Bliss, Franzoni, Howle, Knight, Marszalek, and Wright; Assistant Professors Curtarolo, Ferrari, Lazarides, Zauscher and Zhelev; Associate Research Professor Zhong; Assistant Research Professors Thomas and Zhu; Senior Research Scientists Cole and Kielb; Research Scientist Li; Adjunct Professor Goesel; Adjunct Assistant Professors Stepp, and Watkins; Adjunct Research Scientist Burrus

A major in mechanical engineering is available in this department. The mechanical engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

Mechanical engineers are concerned with the optimum use of materials, energy, time, and individual effort to serve societal needs through the design of machines,
structures, and mechanical and thermal systems, and through better understanding of dynamic processes involving these systems. They have a wide involvement in many industries including aerospace, biomechanical and biomedical engineering, construction, electronics, manufacturing, national defense, power generation, and transportation. Within these industries, the engineer might specialize in the design, analysis, automation, operation, or marketing of systems or services. The individual’s contribution may lie anywhere in the spectrum from highly theoretical to imminently practical, and often involves leadership as an engineering manager or organization executive.

Because mechanical engineers in industry and research engage in such a great variety of activities, their education must be broadly based. Although individual engineers may specialize within their industry positions or in graduate study, each must have the background needed to contribute in any of several technical areas, to combine knowledge of multiple topics when necessary, and to interact with members of other disciplines and professions in accomplishing broad goals. Thus the mechanical engineer’s program of study must include fundamental grounding in mathematics and basic sciences, applications in several engineering sciences, and team-based experience in the process of design, where theory is applied in the context of real needs and limitations and where judgment must be exercised. Furthermore, to be a responsible member of the engineering profession, each graduate must be aware of social, ethical, environmental and economic factors and constraints on engineering activity, and must understand the importance of these matters in a global context.

With these considerations in mind, the goals of the undergraduate mechanical engineering program are to provide:
- the knowledge, skills, and credentials needed to be successful at the entry level of the practice of engineering.
- the preparation necessary to undertake the initial steps leading to professional registration.
- an educational preparation for graduate or professional study.
- an educational background that is the basis for professional growth and leadership throughout a career that may encompass a broad range of endeavors, both technical and nontechnical.

The curriculum capitalizes on the exceptional abilities of our highly select students to cultivate the learning, thinking, and problem-solving abilities needed to adapt, to develop, and to exercise responsible leadership through times of rapid change. The program provides firm preparation in the essential engineering topics while allowing wide flexibility for students to pursue their own specialized interests.

11. Undergraduate Research in Mechanical Engineering. An elective program in which undergraduate students participate in an ongoing program of research with mechanical engineering faculty members. The research topic pursued by the student is arranged by mutual agreement between the student and the participating faculty member. For freshmen only. Instructor: Staff. Quarter course.

12. Undergraduate Research in Mechanical Engineering. An elective program in which undergraduate students participate in an ongoing program of research with mechanical engineering faculty members. The research topic pursued by the student is arranged by mutual agreement between the student and the participating faculty member. For freshmen only. Instructor: Staff. Quarter course.

21. Energy Technology and the Environment. Energy production and use has had an increasing impact on the global environment, especially via a concomitant increase in the level of carbon dioxide in the atmosphere. Both new and traditional energy technologies will be analyzed, together with projected environmental impacts of these technologies. Open only to first- or second-year engineering majors, or all nonengineering majors. Instructor: Cocks or Knight. One course.
83L. Structure and Properties of Solids. Introduction to materials science and engineering, emphasizing the relationships between the structure of a solid and its properties. Atomic and molecular origins of electrical, mechanical, and chemical behavior are treated in some detail for metals, alloys, polymers, ceramics, glasses, and composite materials. Prerequisites: Chemistry 11L or 21L and Mathematics 31 or 33. Instructor: Cocks, Jones, Needham, Tan, or Zauscher. One course.


115L. Failure Analysis and Prevention. A study and analysis of the causes of failure in engineering materials and the diagnosis of those causes. Elimination of failures through proper material selection, treatment, and use. Case histories. Examination of fracture surfaces. Laboratory investigations of different failure mechanisms. Prerequisites: Engineering 75L and Mechanical Engineering 83L or consent of instructor. Instructor: Cocks or Jones. One course.

125L. Measurement and Modeling of Dynamic Systems. Mathematical modeling of mechanical, electrical, fluid, and thermal systems. State variables, linearization methods, transfer functions and block diagrams, feedback techniques for control of dynamic systems. Analysis, design, and application of instrumentation. Experimental laboratory using computer based data acquisition and processing. Prerequisite: Engineering 123L. Instructor: Clark, Franzoni, or Virgin. One course.

126L. Fluid Mechanics. An introductory course emphasizing the application of the principles of conservation of mass, momentum, and energy to a fluid system. Physical properties of fluids, dimensional analysis and similitude, viscous effects and integral boundary layer theory, subsonic and supersonic flows, normal shock waves. Selected laboratory work. Corequisites: Engineering 123L and Mechanical Engineering 101L. Instructor: Bliss, Hall, Howle, Knight, or Shaughnessy. One course.


141L. Mechanical Design. A study of practical aspects of mechanical design including conceptualization, specifications, and selection of mechanical elements. The design and application of mechanical components such as gears, cams, bearings, springs, and shafts. Practice in application of the design process through design projects. Prerequisite: Mechanical Engineering 83L. Instructor: Franzoni. One course.


160L. Mechanical Systems Design. An integrative design course addressing both creative and practical aspects of the design of systems. Development of the creative design process, including problem formulation and needs analysis, feasibility, legal, economic and human factors, aesthetics, safety, synthesis of alternatives, and design optimization. Application of design methods through several projects including a term design project. Prerequisites: Mechanical Engineering 141L and 150L. Instructor: Staff. One course.
165. Special Topics in Mechanical Engineering. Study arranged on a special engineering topic in which the faculty has particular interest and competence as a result of research and professional activities. Consent of instructor and director of undergraduate studies required. Half or one course. Instructor: Staff. Variable credit.

172. Engineering Undergraduate Fellows Projects. Intensive research project in Mechanical Engineering by students selected as Engineering Undergraduate Fellows. Course credit is contingent upon satisfactory completion of 173 and 174. Consent of instructor and program director required. Instructor: Staff. One course.


198. Projects in Mechanical Engineering. Individual projects arranged in consultation with a faculty member. Open only to seniors enrolled in the graduation with distinction program or showing special aptitude for research. Half course to two courses. Prerequisites: B average and consent of the director of undergraduate studies. Instructor: Staff. Variable credit.


207. Transport Phenomena in Biological Systems. One course. C-L: see Biomedical Engineering 207; also C-L: Civil Engineering 207

209. Soft Wet Materials and Interfaces. The materials science and engineering of soft wet materials and interfaces. Emphasis on the relationships between composition, structure, properties and performance of macromolecules, self assembling colloidal systems, linear polymers and hydrogels in aqueous and nonaqueous liquid media, including the role of water as an "organizing" solvent. Applications of these materials in biotechnology, medical technology, microelectronic technology, and nature's own designs of biological materials. Instructor: Needham. One course.

210. Intermediate Dynamics. Comprehensive treatment of the dynamic motion of particles and rigid bodies with an introduction to nonlinear dynamics and the vibration of continuous systems. Topics include: conservation of linear and angular momentum, superposition applied to linear systems, motion in inertial and noninertial frames of reference, Hamilton's principle and Lagrange's equations, and generalized coordinates. Instructor: Hall or Knight. One course. C-L: Civil Engineering 210

211. Theoretical and Applied Polymer Science. An advanced course in materials science and engineering dealing specifically with the structure and properties of polymers. Particular attention paid to recent developments in the processing and use of modern plastics and fibers. Product design considered in terms of polymer structures, processing techniques, and properties. Instructor: Zauscher. One course. C-L: Biomedical Engineering 208

212. Electronic Materials. An advanced course in materials science and engineering dealing with the various materials important for solid-state electronics including

213. Physical Metallurgy. An advanced materials science course focusing on the relationships between structure and properties in metals and alloys. Conceptual and mathematical models developed and analyzed for crystal structures, elastic and plastic deformation, phase transformations, thermodynamic behavior, and electrical and magnetic properties. Prerequisites: Mechanical Engineering 83L and 101L. Instructor: Staff. One course.


215. Biomedical Materials and Artificial Organs. One course. C-L: see Biomedical Engineering 215

216. Mechanical Metallurgy. An advanced materials science course dealing with the response of materials to applied forces. Mechanical fundamentals; stress-strain relationships for elastic behavior; theory of plasticity. Metallurgical fundamentals; plastic deformation, dislocation theory; strengthening mechanisms. Mechanical behavior of polymers. Applications to materials testing. Prerequisites: Engineering 75L and Mechanical Engineering 83L. Instructor: Jones. One course.


218. Thermodynamics of Electronic Materials. Basic thermodynamic concepts applied to solid state materials with emphasis on technologically relevant electronic materials such as silicon and GaAs. Thermodynamic functions, phase diagrams, solubilities and thermal equilibrium concentrations of point defects; nonequilibrium processes and the kinetic phenomena of diffusion, precipitation, and growth. Instructor: Tan. One course.


225. Mechanics of Viscous Fluids. Equations of motion for a viscous fluid, constitutive equations for momentum and energy transfer obtained from second-law considerations, general properties and exact solutions of the Navier-Stokes and Stokes (creeping-flow) equations, applications to problems of blood flow in large and small vessels. Instructor: Staff. One course.

226. Intermediate Fluid Mechanics. A survey of the principal concepts and equations of fluid mechanics, fluid statics, surface tension, the Eulerian and Lagrangian description, kinematics, Reynolds transport theorem, the differential and integral equations of motion, constitutive equations for a Newtonian fluid, the Navier-Stokes equations, and boundary conditions on velocity and stress at material interfaces. Instructor: Shaughnessy. One course.

and its applications. Elements of boundary layer theory. Prerequisite: Mechanical Engineering 226 or consent of instructor. Instructor: Shaughnessy. One course.

228. Lubrication. Derivation and application of the basic governing equations for lubrication; the Reynolds equation and energy equation for thin films. Analytical and computational solutions to the governing equations. Analysis and design of hydrostatic and hydrodynamic slider bearings and journal bearings. Introduction to the effects of fluid inertia and compressibility. Dynamic characteristics of a fluid film and effects of bearing design on dynamics of machinery. Prerequisites: Mathematics 111 and Mechanical Engineering 126L. Instructor: Knight. One course.

229. Computational Fluid Mechanics and Heat Transfer. An exposition of numerical techniques commonly used for the solution of partial differential equations encountered in engineering physics. Finite-difference schemes (which are well-suited for fluid mechanics problems); notions of accuracy, conservation, consistency, stability, and convergence. Recent applications of weighted residuals methods (Galerkin), finite-element methods, and grid generation techniques. Through specific examples, the student is guided to construct and assess the performance of the numerical scheme selected for the particular type of transport equation (parabolic, elliptic, or hyperbolic). Instructor: Howle. One course.


231. Adaptive Structures: Dynamics and Control. Integration of structural dynamics, linear systems theory, signal processing, transduction device dynamics, and control theory for modeling and design of adaptive structures. Classical and modern control approaches applied to reverberant plants. Fundamentals of adaptive feedforward control and its integration with feedback control. Presentation of a methodological design approach to adaptive systems and structures with emphasis on the physics of the system. Numerous MATLAB examples provided with course material as well as classroom and laboratory demonstrations. Instructor: Clark. One course.


234. Energy Flow and Wave Propagation in Elastic Solids. Derivation of equations for wave motion in simple structural shapes: strings, longitudinal rods, beams and membranes, plates and shells. Solution techniques, analysis of systems behavior. Topics covered include: nondispersive and dispersive waves, multiple wavetypes (dilational, distortion), group velocity, impedance concepts including driving point impedances and moment impedances. Power and energy for different cases of wave propagation. Prerequisites: Engineering 123L and Mathematics 111 or consent of instructor. Instructor: Franzoni. One course. C-L: Civil Engineering 211

235. Advanced Mechanical Vibrations. Analytical and experimental procedures applied to the design of machines and systems for adequate vibration control. Determination of eigenvalues and eigenvectors by iteration and computer techniques, transfer matrices applied to lumped and distributed systems, analytical and numerical methods of obtaining the pulse response of plane and three-dimensional multimass systems, convolution and data processing, introduction to random vibration. Instructor: Knight or Kielb. One course.

236. Engineering Acoustics. Fundamentals of acoustics including sound generation, propagation, reflection, absorption, and scattering. Emphasis on basic principles and analytical methods in the description of wave motion and the characterization of sound
fields. Applications including topics from noise control, sound reproduction, architectural acoustics, and aerodynamic noise. Occasional classroom or laboratory demonstration. Prerequisites: Engineering 123L and Mathematics 111 or consent of instructor. Instructor: Bliss. One course.


245. Applications in Expert Systems. A comprehensive introduction to the key practical principles, techniques, and tools being used to implement knowledge-based systems. The classic MYCIN system studied in detail to provide historic perspective. Current systems employing combinations of production rules, prototypical knowledge, and frame-based case studies. Student term projects consist of the development of individual, unique expert systems using the Texas Instruments Personal Consultant. Knowledge of LISP not a prerequisite. Instructor: Wright. One course.

252. Buckling of Engineering Structures. One course. C-L: see Civil Engineering 252

263. Multivariable Control. One course. C-L: see Civil Engineering 263; also C-L: Electrical and Computer Engineering 263

265. Advanced Topics in Mechanical Engineering. Opportunity for study of advanced subjects related to programs within mechanical engineering tailored to fit the requirements of a small group. Approval of director of undergraduate or graduate studies required. Instructor: Staff. Variable credit.

268. Cellular and Biosurface Engineering. A combination of fundamental concepts in materials science, colloids, and interfaces that form a basis for characterizing: the physical properties of biopolymers, microparticles, artificial membranes, biological membranes, and cells; and the interactions of these materials at biofluid interfaces. Definition of the subject as a coherent discipline and application of its fundamental concepts to biology, medicine, and biotechnology. Prerequisite: Mechanical Engineering 208 or consent of instructor. Instructor: Needham. One course.

270. Robot Control and Automation. Review of kinematics and dynamics of robotic devices; mechanical considerations in design of automated systems and processes,
hydraulic and pneumatic control of components and circuits; stability analysis of robots involving non-linearities; robotic sensors and interfacing; flexible manufacturing; man-machine interaction and safety considerations. Prerequisites: Mechanical Engineering 230 or equivalent and consent of instructor. Instructor: Garg. One course.

275. Product Safety and Design. An advanced engineering design course that develops approaches to assessing and improving the safety of products and product systems. Safety is presented in terms of acceptable risk and analyzed through legal case studies. Probabilistic decision making; risk economics; risk analysis and assessment. Corequisite: Mechanical Engineering 160L. Instructor: Staff. One course.

276. Designs and Decisions. Successful engineering entrepreneurship requires both the creation of new devices and processes and the ability to make rational selections among design alternatives. Design methodology is presented that fosters creativity and introduces TRIZ (the Russian acronym for Theory of Inventive Problem Solving). Decisions among design alternatives are structured and analyzed in graphical and probabilistic terms: tree diagrams; sampling theory; hypothesis testing; and confidence levels. Corequisite: Mechanical Engineering 160L or consent of instructor. Instructor: Staff. One course.


281. Fundamentals of Heat Conduction. Fourier heat conduction. Solution methods including separation of variables, transform calculus, complex variables. Green's function will be introduced to solve transient and steady-state heat conduction problems in rectangular, cylindrical, and spherical coordinates. Microscopic heat conduction mechanisms, thermophysical properties, Boltzmann transport equation. Prerequisite: Mathematics 111 or consent of instructor. Instructor: Bejan. One course.

282. Fundamentals of Thermal Radiation. Radiative properties of materials, radiation-materials interaction and radiative energy transfer. Emphasis on fundamental concepts including energy levels and electromagnetic waves as well as analytical methods for calculating radiative properties and radiation transfer in absorbing, emitting, and scattering media. Applications cover laser-material interactions in addition to traditional areas such as combustion and thermal insulation. Prerequisite: Mathematics 111 or consent of instructor. Instructor: Staff. One course.

COURSES CURRENTLY UNSCHEDULED

102. Thermodynamics II
113. Introduction to Electronic Materials
208. Introduction to Colloid and Surface Science
224. An Introduction to Turbulence
290. Physical Oceanography

THE MAJOR

The major requirements are included in the minimum total of thirty-four courses listed under the general requirements and departmental requirements. Specific courses which must be included are Engineering 75L, 83L, and 123L; Mechanical Engineering 83L, 101L, 125L, 126L, 141L, 150L, and 160L; Electrical Engineering 148L.
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