
bulletin of
Duke University
Summer Session
2004



University's Mission Statement

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

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

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

Adopted by the Board of Trustees on February 23, 2001.

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The information in this bulletin applies to the Summer Session year 2004 and is accurate and current, to the extent possible, as of January 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 684-2823 or in writing to 615 Chapel Drive, Box 90563, Duke University, Durham, North Carolina 27708.

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

Duke University Summer Session

Term I

May 13 – June 24

Term II

June 28 – August 7

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Duke University

Durham, North Carolina 27708-0059

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E-mail address: summer@duke.edu

Web Site: <http://www.learnmore.duke.edu/SummerSession/>

Welcome to Summer Session 2004!

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

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

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

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



Calendar

March

24 Wednesday Registration begins for Term I and/or Term II.

May

13 Thursday Term I classes begin.

17 Monday Drop/Add for Term I ends at 11:59 p.m.. Duke students use ACES; visiting students call 684-2621 and leave your name, social security number, drop/add information.

31 Monday Memorial Day; classes in session.

June

9 Wednesday Last day to withdraw W/P or W/F from Term I courses for compelling reasons.

21 Monday Term I classes end.

22 Tuesday Reading Period, Term I.

23 Wednesday Term I final examinations begin.* (See p. 40 for examination schedule.)

24 Thursday Term I final examinations end.

28 Monday Term II classes begin.

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

July

23 Friday Last day to withdraw W/P or W/F from Term II courses for compelling reasons.

August

4 Wednesday Term II classes end.

5 Thursday Reading Period, Term II.

6 Friday Term II final examinations begin.* (See p. 40 for examination schedule.)

7 Saturday Term II final examinations end.

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

"The best aspect of doing summer coursework is that students are able to form intimate relationships with the material and are afforded the opportunity to really get engrossed in the course."

(Student, Summer '03)

Registration

Incoming Duke Frosh. Incoming Duke first-year students are permitted to attend Summer Session. However, as ACES PIN numbers will not have been assigned, incoming first-year students register using the registration form available on the web. The form should be mailed or faxed to the Summer Session Office. Registration changes are processed through the Summer Session Office.

Duke Students. Returning Duke students register using ACES, the Automated Computer Enrollment System. ACES provides on-line web registration capability. Graduating seniors, however, should register using the Summer Session registration form available on the web. Students desiring to study abroad (see Study Abroad section on page 33) register through the Office of Study Abroad (919) 684-2174. Students desiring Marine Lab courses (see Marine Lab section on page 19) register through the Duke University Nicholas School of the Environment, Marine Lab (252) 504-7502.

Undergraduate students who plan to enroll for courses, and graduate students who plan to enroll for research (graded or ungraded) or continuation in one or more terms of the 2004 Summer Session, are urged to have their course programs approved by their respective schools or colleges. Typically, but with the exception of the Master of Arts in Liberal Studies and the Master of Arts in Teaching programs, if a graduate student continuing in a degree program registers in the summer session, it is for continuation only.

ACES PIN (Duke students only). Duke students in residence during the spring semester receive their ACES personal identification number (PIN) from their advisors. Students not in residence during the spring receive their ACES personal identification number (PIN) with their mailed registration packet or by email. The PIN for Summer Session is the same as the PIN for fall semester 2004.

Summer registration begins March 24 for all Duke undergraduate and graduate students, regardless of the date of the registration window for fall semester, and continues through the first three days of each summer term. Have your Duke email login and password plus your PIN available when you get ready to access ACES.

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

Visiting Students. Visiting students may be admitted as nondegree (unclassified) students by the director of the Summer Session for summer study if they meet one of the following conditions: (1) hold a degree from a college or university¹, (2) are presently in good standing at a college or university, (3) have left a college or university in good standing in the past, or (4) have been accepted for the fall at a college or university. No admissions testing is required nor is there an application fee. The completed registration form should be mailed or faxed to the

¹ All references to "university" or "college" denote regionally accredited institutions.

Office of the Summer Session, Box 90059, Duke University, Durham, NC 27708-0059; FAX: (919) 681-8235. Upon receipt of the registration form we will mail you a confirmation letter and fee statement, or an explanation of rejection. When registering late or close to payment deadlines, it is advisable to send tuition and fees to the Office of the Bursar immediately (Box 90035, Duke University, Durham, NC 27708-0035). Registration forms received early will not be processed until summer registration begins on March 24.

Interinstitutional Agreement. One course per summer may be taken at a neighboring institution participating in this agreement (UNC-CH, NC State, and NCCU) provided that the student is concurrently enrolled at Duke for one full course credit. Credit so earned is not defined as transfer credit since grades in courses taken under this agreement are entered on the official record and used in determining the quality point ratio. The Duke student participating in this program pays the Duke tuition rate for the away course. This agreement does not apply to contract programs such as the American Dance Festival. For more information, contact the Office of the University Registrar, 103 Allen Building, (919) 684-2813.

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

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

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

director of graduate studies for graduate students) in the department of research interest.

For independent study at a distance, there are additional requirements: the student must work with a colleague of a Duke faculty member at that distant site, or if the necessary facilities and/or data for the research are available only at that distant site; no compensation (stipend or salary) may be received by the student for the research; the Duke student must be in weekly contact with either the Duke faculty member listed as course instructor or with the faculty supervisor at the site who is in turn in weekly contact with the Duke instructor; and a substantive paper containing significant analysis and interpretation is required to result from the experience. Tuition is the same as regular Summer Session tuition. Independent Study courses do not carry an Area of Knowledge designation, but they may count toward the Curriculum 2000 requirement for the Research designation.

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

Course Enrollment

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

Maximum Course Program. The maximum program for one term of the summer session is two courses, one of which may be a laboratory science course. In addition, a student may enroll in a physical education activity course for one-half course credit. A greater load may be possible on rare occasions with the approval of the student's dean or the appropriate director of graduate studies. Visiting students must obtain approval for an overload from the director of the Summer Session.

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



Tuition and Fees

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

1. Tuition for undergraduates and visiting students: \$1,965 for each regular or non-science lab course, \$2,620 for each science course with a lab (CHEM 21L, CHEM 22L, CHEM 151L, CHEM 152L, PHYSICS 53L, and PHYSICS 54L), \$1,310 for each half-course program, \$655 for each quarter-course program, and \$3,930 for each one and one-half course program offered at the Marine Laboratory. Charges for laboratory courses may not be split up to pay for the classroom portion separately from the lab portion, and vice versa.
2. Tuition for graduate students: \$1,965 for enrollment in a regularly offered Arts and Sciences' course or an independent study, \$2,620 for each science course with a lab, and \$1,310 for each physical education activity course.
3. Ungraded graduate research: \$835 per unit.
4. Graduate continuation fee: \$1,665 for the summer. (Typically, if a graduate student continuing in a degree program registers in the summer session, it is for continuation only in the Summer Semester term.)²
5. Duke alumni: \$982.50 for each regular or non-science lab Arts and Sciences' on-campus course, or \$1,637.50 for a science course with a lab (Engineering courses, including COMPSCI 120L, not included).
6. Applied Music Fees: \$182 for 1/2 hr. private lessons; \$364 for 1 hr. private lessons. (Music fees are in addition to regular tuition charges.)
7. Coursework offered by a Duke professional school: consult the sponsoring school to acquire tuition charge information.

Health Fee. **Duke students** registered for on-campus courses are required to pay an \$84 student health fee per enrolled summer term. **Duke graduate students** registered for Graduate Continuation only are required to pay a \$168 student health fee for the entire summer. **Visiting students** registered for on-campus courses are required to pay a \$84 student health fee for each summer term in which they are registered for two or more courses. **Marine Laboratory** and **Ralph Bunche Summer Institute** students are required to pay a \$70 student health fee per term. (*The Health Fee charge is subject to change.*)

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

Recreation Fee. Individuals desiring to utilize the university's recreational facilities on either West or East Campus will pay a fee of \$30. Payment of this fee, handled in the DukeCard Office, permits access for the entire summer.

Auditing Fees.

1. **Charged Audit.** Students carrying less than a full course program may be

²Graduate Continuation Fee. Graduate students who register for courses in either summer term will be prompted by ACES to register first for continuation. Please note that as long as you register for continuation for the same summer term in which you are taking courses, you will not be charged the continuation fee. Registering for a class in either summer term will meet any requirements for “continuation”. However, if you are not registering for coursework, and you are a graduate student who is required to maintain registration during the summer, you should register for “continuation only” for the whole summer semester and the above fee will apply.

granted permission by the instructor and the director of the Summer Session to audit one nonlaboratory course except physical education activity courses, studio art classes, applied music courses, foreign program courses, independent study courses, and tutorials. Students must submit to the Summer Session office written permission of the instructor for the student to audit his/ her class. Regular deadlines apply. Courses may not be changed from credit to audit (or vice versa) after the drop/add period.

For Arts and Sciences offerings, the 2004 auditing cost is \$197 per non-laboratory course. Professional school course audit policies may differ; consult the school of interest for more information.

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

Payment of Tuition and Fees

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

Visiting Students, Duke Graduates, and Incoming Duke First-Year Students. The Summer Session Office will enclose a statement of charges with the confirmation of registration letter sent to all visiting students, Duke graduates, and incoming Duke first-year students. Payment for Term I charges will be due on or before Thursday, 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 canceled.*

Summer Session retains the right to withdraw students from classes if they never attend, have not paid tuition and fees, or if they have failed to clear with the bursar, by the end of the drop/add period. Those withdrawn for these reasons will be billed the health fee and an administrative withdrawal fee of \$150 per course (\$75 per half-course). Attendance in classes after the first three days of the term obligates the student for the full tuition and fees for the course. (See page 9 on procedure for officially dropping a course.)

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

"Taking an academically rigorous course during the summer allows you to focus all of your time and energy on one subject, without the distractions that are part of the regular academic year."

(Student, Summer '03)

Adding

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

Beginning May 4, if registration is denied, Duke undergraduates must see their academic dean and Duke graduate students must see their director of graduate studies.

Drop/Add

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

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

Dropping, Withdrawal, and Refunds

1. There is no financial obligation of tuition and fees for students who officially drop their course(s) *prior to the first day of the term*. Currently enrolled Duke students must use ACES; all other students must contact the Summer Session Office. Never attending a class for which you have registered, or nonpayment for classes for which you have registered, *will not* drop you from the class roll(s) nor release you from financial obligations. Course withdrawal fees will be assessed.
2. There is a financial obligation of \$150 per course plus no refund of the health fee for students who drop their course(s) during the official three day drop/add period at the beginning of each summer term if this results in any reduction in course load not offset by adding a course or courses of equal value in the same term. Duke students should use ACES; visiting students and Duke students unable to use ACES must contact the Summer Session Office and leave a message on voice mail.
3. After the first three days of the term when drop/add ends, students may withdraw from their course(s) for compelling reasons only with the permission of their academic dean and by turning in a completed withdrawal form to the Registrar's Office by 4 p.m. on June 9 for Term I; and July 23 for Term II. Duke students obtain withdrawal forms from their academic dean, and visiting students obtain them from the Summer Session Office. Students will receive either a *WP* or *WF* (Withdrawn Passing/Failing) from their instructor(s) for each course withdrawn on

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

Financial Aid

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

Financial aid for Duke undergraduates desiring to study abroad is available for Duke-sponsored programs. Eligibility for aid will be determined in the same manner as academic year aid. Note: this policy does not apply to a summer abroad program taken prior to matriculation or after graduation from Duke. **The Financial Aid Application for Duke Summer Study Abroad 2004 must be completed and submitted to the Office of Study Abroad by 5 p.m., Friday, February 6, 2004.** Students need not have been accepted into the study abroad program to apply for aid, but they must have applied to the program.

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

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

Scholarships, Fellowships, Traineeships and Fringe Benefits. It is the responsibility of the student to make arrangements with the appropriate office or department and to make certain that payment, a transfer journal voucher, and/or other appropriate certification covering tuition and fees is received by the Office of the Bursar, 101 Allen Building (Box 90035) by the deadlines listed on page 3.

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

Employees and Faculty and their Spouses/Spousal Equivalentents and Children may qualify for educational assistance in the amount of 50 percent, 80 percent, 90 percent, or 100 percent through Duke University's employee benefit plan. The "Duke

Educational Assistance Certification Form" must be completed, verified by the Benefits Office, and submitted to the Bursar's Office by the first day of the term for which you are registered. Contact Benefits Administration (684-6723), The Erwin Square Mill Building at 2024 West Main Street, to determine eligibility and to pick up the certification form. You may also download the certification form from the Human Resources' web site: <http://www.hr.duke.edu/benefits/forms.htm>. A Summer Session application/registration form can be found on the web as a part of this bulletin.



The Duke Community Standard

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

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

- I will not lie, cheat, or steal in my academic endeavors, nor will I accept the actions of those who do.
- I will conduct myself responsibly and honorably in all my activities as a Duke student.

Upon completion of each academic assignment, students will be expected to reaffirm the above commitment by signing this statement: "I have adhered to the Duke Community Standard in completing this assignment."

"A perfect opportunity to get ahead, to fulfill requirements, move closer to your degree, have fun, and remain sharp and focused."

(Student, Summer '03)

Facilities and Co-Curricular Activities

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

Bookstores. Call for hours and information. Textbook Store, Bryan Center: 684-6793. Medical Center Bookstore, 106 Facilities Center: 684-2717. Gothic Bookshop, Bryan Center: 684-3986. Cokesbury Bookstore, 017 Gray Building: 660-3417.

Libraries. Call for hours and information. Perkins Library, West Campus: 684-3009. Lilly Library, East Campus: 660-5995. Medical Center Library, located in the Sealy Mudd Building between North and South Hospitals: 660-1111. Divinity School Library, West Campus: 660-3450.

Computer Resources. Central Campus has its own computer room, located at 218C Alexander Avenue, containing a cluster of IBM PCs and Macintosh systems connected to DukeNet, which can be accessed with the DukeCard twenty-four hours a day. Also, two computer clusters are available in Perkins Library twenty-four hours a day. Other computer clusters are located in academic buildings on both West Campus and East Campus. For additional information consult <http://www.oit.duke.edu/ats/labs/>.

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

Athletics. The athletic department invites your participation in the Summer Session Intramural Program by playing Intramural softball. Enter softball teams at Captains' Meeting, May 13 in Term I and June 28 in Term II. Play goes on from Monday through Thursday nights between 5 and 9 p.m. during both summer terms. In addition, you are eligible to use the many athletic facilities on Duke's campus for a small recreation fee, including basketball and tennis courts, swimming pools, track, and weight room (Nautilus, Universal machines, lifestep, lifecycle, rowing machines, and free weights). Physical education equipment is available to all students enrolled in summer school for a small fee. Physical education lockers are available for use at

no charge, but you will need to supply your own lock that needs to be removed after each visit. Call 613-7514 for more information on intramural sports, and call 684-4006 for more information on physical education equipment and lockers.

See also Special Programs section.



"Class sizes are small and there is a lot of one-on-one attention. The professors are enthusiastic, easily accessible, and really helpful."

(Student, Summer '03)

Student Housing, Transportation, Food, Residential Programs

Living Accommodations. Students using university housing during the summer live in Central Campus Apartments. These air-conditioned accommodations are fully furnished except for cookware, eating utensils, and linens. Amenities include an outdoor swimming pool, two lighted basketball courts, a volleyball court, and four lighted tennis courts. A park with a covered picnic shelter borders these facilities. Students are housed, double-occupancy, in one-bedroom apartments or two-bedroom suites at a cost of \$615 a term per person; two-bedroom apartments at a cost of \$760 a term per person; or three-bedroom apartments at a cost of \$650 a term per person. A lounge is available for residential programs. Complete laundry facilities are provided. For further information and a housing application, visit the Residence Life and Housing Services web site at <http://rlhs.studentaffairs.duke.edu> or contact Housing Assignments by phone: (919) 684-4304; fax: (919) 684-8308; or email: housing@studentaffairs.duke.edu.

Dining Arrangements. Summer dining plan debit accounts are entirely optional, and were developed in response to student demand. Three debit account levels are available: small (\$220 per term), medium (\$455 per term) and large (\$725 per term). Dining plans are activated at the DukeCard Office, 100 West Union Building, 684-5800 and will be charged to your Bursar Account. DukeCard Dining or Flexible Spending Account (FLEX) can be used to purchase food items in any campus dining facility, convenience store, vending machines as well as pizza and sub sandwiches from several off-campus merchants that deliver food to campus. More information is available from Dining Services Administrative Office, 029 West Union, 660-3900; <http://aux-web.duke.edu/Dining>.

Kitchens in Central Campus apartments provide another dining option to students living on campus; however, students must provide their own cookware. Grocery items, deli sandwiches, and snacks are available beside the swimming pool at Uncle Harry's General Store (accepts payment via the DukeCard Dining & FLEX Accounts). In addition, Duke University Stores operates locations throughout campus that provide books, educational resources, computers, clothing, school supplies, insignia items, copies, convenience foods, and vending.

Transit Services, Parking, Bicycles. Duke University Transit operates seven days a week between the hours of 7:15 a.m. and 9:00 p.m. Summer 2004 bus schedules will be available on the web at <http://transportation.duke.edu> after May 1, 2004, or by calling (919)684-2218. SAFE Rides, (919) 684-SAFE (7233), Duke's dusk-to-dawn escort van service, provides door-to-door service to certain off-campus locations where Duke Transit does not serve, and service on campus after Duke Transit has ended evening service (9:00 p.m.).

Students with cars must obtain a parking permit from the Parking & Transportation Services Office, 2010 Campus Drive (919) 684-7275). Students living off-campus may purchase parking permits for student lots on West Campus. Central Campus residents may obtain parking permits for the Central Campus Apartments. Permits for West Campus and Central Campus are not interchangeable.

Many students enjoy the short walk from Central Campus Apartments through the gardens to West Campus, or ride their bicycles. Registering personal bicycles with

Parking & Transportation Services or Duke Police is encouraged. Individuals who do not bring a bicycle to campus may rent from area bike shops. SAFE Rides, Duke's dusk-to-dawn escort service, is also available 5 p.m.-7 a.m. Call (919) 684-SAFE (7233) for a van ride across campus or to some off-campus locations (service area maps available at the Transit Office, (919) 684-2218).

Residential Programs. In order to enhance the quality of student life in Central Campus housing, a varied cultural, educational, and recreational program is organized by the Summer Session office. Activities include picnics, pizza nights, Chinese take-out, bagel brunches, ice cream socials, evening discussions with faculty and local experts on issues of current interest, along with outings to recreational sites and shopping centers in the RDU Triangle area. These opportunities enable you to get together with the Summer Session faculty and community in an informal way. In addition, study breaks and outings to special events in the surrounding area are organized (don't miss the annual 4th of July Eno River Festival). Calendars of events will be handed out at the Housing Office and in most classes during the first week of each term, or may be obtained from the Summer Session Office.



"Summer Session creates a much more intimate classroom environment that leads to intense learning motivation."

(Student, Summer '03)

Academic, Advisory, and Counseling Services

Students have access to a variety of support services while on the Duke campus in the summer. Individual sessions to help students develop better academic skills and course specific study strategies are available free of charge from the *Academic Resource Center* (684-5917) on East Campus. The *Peer Tutoring Program* offers tutoring in selected courses during the summer. For information regarding the tutoring program and courses for which tutoring is provided, contact the Coordinator of the Peer Tutoring Program at 684-8832. Students who have an impairment and would like to receive consideration for reasonable accommodations should contact the *Office of Services for Students with Disabilities* at 684-5917. Duke University has a process in place for students who request to be considered for reasonable accommodations. Each student's request is considered on an individual basis. Receiving accommodations on the high school level or at another college or university does not necessarily qualify a student to receive accommodations at Duke University.

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

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

Smaller classes afford opportunities for academic advising and assistance from professors, and specialized academic centers such as the *Women's Studies Program* (684-5683), located in 210 East Duke Building, East Campus, are open to you during one or both summer terms. *Counseling and Psychological Services (CAPS)* (660-1000), located in Page Building, provides confidential individual assistance with personal problems. The *Career Center* (660-1050), in 110 Page, provides numerous services designed to assist you with planning your career; these include use of a career resource library and access to vocational interest testing and a computerized career information database. International students may obtain useful information and support at the *International House* (684-3585), at 2022 Campus Drive between East and West campuses. The *alcohol and substance abuse coordinator* (684-3850), located in the Civitan Building, 2213 Elba Street, next to Duke North Hospital parking deck, offers counseling regarding addiction, whether experienced by yourself, your friends, or family members. The *Women's Center* (684-3897), located in close proximity to the Main West Campus bus stop, is an advocacy and support center for women concerned with such issues as sexual assault and harassment, eating disorders, and campus climate as a whole, and also sponsors programs designed to promote personal and professional development. The *Center for Lesbian, Gay, Bisexual & Transgender Life* (684-6607), in 202 Flowers, is also an advocacy and support center.



Special Programs

Languages for Reading Purposes. These eight-week, noncredit courses are intended for graduate students and other researchers who need to consult texts in French, German, or classical/medieval Latin, and/or who need to satisfy reading knowledge requirements for graduate and professional programs. Students will gain reading skills through guided in-class work, supplemented by intensive independent study of necessary grammar and the opportunity to apply these skills to an individualized project. Limited enrollment. May 13–July 8, 2004, Mondays, Wednesdays, and Thursdays, 4:30-6 p.m. \$650 plus materials per course. For more information call (919) 684-5375 or 684-2621.

The Duke Writers' Workshop. This creative writing program, featuring a palette of genres including short fiction, the novel, nonfiction, and poetry, is offered by Duke Continuing Studies in conjunction with Alumni Lifelong Learning. This year, the 25th annual Duke Writers' Workshop will be held at Kanuga Conference Center near Hendersonville, North Carolina, May 23-27, 2004. For further information on the Duke Writers' Workshop, send e-mail to learn@duke.edu, telephone (919) 684-6259, or visit <http://www.learnmore.duke.edu/SummerAcademy>.

Youth Programs. Duke Youth Programs provides summer enrichment for academically motivated middle school and high school students in the areas of fine arts, drama, science, writing, and college selection/admissions. Program design includes a supportive atmosphere of active learning with co-curricular social and recreational activities to complement instructional periods. In most programs participants may choose to attend as a residential or day camper. For more information and to register, visit the web site <http://www.learnmore.duke.edu/Youth> or contact: Duke Youth Programs, Box 90700, Duke University, Durham, NC 27708-0700; telephone: (919) 684-6259; fax: (919) 681-8235; e-mail: youth@duke.edu.

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

Duke Youth Academy. The Duke Youth Academy for Christian Formation seeks rising high school juniors and seniors of all Christian traditions to spend two weeks on campus exploring Christian formation and discipleship. Play, Pray...Study...Worship...Create...Serve. The dates for the 2004 Academy will be July 11-24. Applications are due February 20, 2004. For additional information call (919) 660-3542, e-mail duyouth@div.duke.edu or consult the web site: <http://www.duyouth.duke.edu>.

The American Dance Festival. This world renowned program of American and international dance attracts students and dance aficionados to the Duke campus every summer. Over a six-week period (June 10-July 24) you can take a wide variety of dance classes and workshops, participate in the ADF Arts Administrative Internship Program, or simply enjoy the performances. For course registration information or for a season performance brochure, write to the ADF, Box 90772, Duke University, Durham, NC 27708-0772; call (919) 684-6402; FAX (919) 684-5459; e-mail: adf@americandancefestival.org; web site: <http://www.americandancefestival.org>.

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

Duke University Nicholas School of the Environment and Earth Sciences, Marine Laboratory. Located on the coast of North Carolina in Beaufort, the Marine Lab offers courses that fulfill requirements for a variety of majors and Curriculum 2000. During Term I students take one of three intensive classic marine biology courses or General Physics. During Term II, as part of the Integrated Marine Conservation Program, students usually take Conservation Biology & Policy plus one of seven complementary electives. Alternatively, enrollment in only one course is possible in Term II. Undergraduates, graduate students, and those who already hold an undergraduate or graduate degree are eligible. Summer internships and tuition scholarships are available on a competitive basis. For information see <http://www.nicholas.duke.edu/marinelab> or contact the Admissions Office, Duke University Marine Laboratory, 135 Duke Marine Lab Rd., Beaufort, North Carolina 28516. Tel: (252) 504-7502; fax: (252) 504-7648; or email: ml_admissions@env.duke.edu.

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

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

"The sessions can be pretty intense and focused, but afterwards there's a great feeling of accomplishment."

(Student, Summer '03)

Special/Selected Topics Courses

Term I

CULANTH 180 Deconstructing Whiteness: Myths and Verities of Race. When I was growing up, every year the Lions Club would put on a Minstrel Show. Whether or not the Lions intended any harm by the show, the spectacle of white men wearing black faces was still a haunting one, and it seems in many ways a strong image of race politics and ideology. For all the intellectual effort and activism that have been put forth to address racial concerns, whiteness has tended to recede into the background, as if it were somehow the normal, natural state of things, invisible and untouchable. This course will reverse the lens on race studies; rather than viewing race as a "black problem" or an issue for minorities of color we will consider it from the perspective of whiteness. We will look at the application of science to the issue of race, and then consider the implications for "white people" and the realities and myths of whiteness that influence public and popular culture: colonialism and the white man's burden; sports and the great white hopes; the vulnerability of white women; white flight and the backlash against affirmative action; and other topics.
Collier

CULANTH 180 Globalization and Anti-Globalization. This course will explore the concept of globalization and the popular anti-globalization movement that have emerged throughout the world in the last ten years. In terms of specific case studies, the course will examine the politics of labor and migration, environmental movements, protests over large-scale development projects, the sex trade and prostitution, and indigenous rights. We will look at the role of multilateral agencies in these processes, such as the World Bank and the IMF, as well as the plethora of popular organizations that have emerged to challenge globalization. The course will take an interdisciplinary approach, exposing students to theoretical paradigms and methodologies from anthropology, sociology, political science, economics, literature, women's studies, and journalism.
Litzinger

CULANTH 180S Anthropology of Human Rights. Can human rights be applied universally, or are they subject to rules of cultural difference? This class will examine some of the most politically charged debates about human rights in light of anthropology. We will use cross-cultural examples to think about the political and ethical challenges of human rights policies and international intervention today. Readings will include debates over female circumcision in Africa and reparation to victims and punishment of wrongdoers in Latin America's "dirty wars." Students will be challenged to think creatively about the problems and possibilities of cultural difference in the context of current events and policy. This class fulfills a requirement for the Certificate in Latin American Studies.
Yezer

EDUC 170S Why Teach: Examining Educational Methods, Values, and the Relationship between Pedagogical Theory and Practice. How do educators and schools come to value particular "standards" for, and ways of teaching? And, how do those standards oftentimes mark a dis-empowering charge for schools, teachers, and assignments? In an age of growing accountability, with definable historical moves in schooling from "private" to publicly accountable spaces, where educational theorists, researchers, politicians, school officials, teachers, and lay-people alike, debate the need for "reforms" in education, one thing is certain: American schools, teachers, and

especially curriculum are now noticeably vulnerable to a brooding critique on “standards.” In effect, these standards influence greatly a teacher’s day-to-day practices as they create a perceived need to teach toward particular goals. Yet, these standards are not universally accepted in schools nor by policy makers, researchers, and— especially— teachers. In this ethos of competing values in education, and competing notions of what it means to be educated, teachers oftentimes find themselves at ideological odds with the very curricula they teach. And, in effect, when a new teacher enters a school without definable goals for his/her practice, that teacher is often pressured to serve seemingly incongruous ideological and utilitarian ends. Unfortunately, much of these debates on “how” and “what” to teach have come to take on a distinctively “us vs. them” rhetoric in the media and within the pages that fill our professional journals. Yet, arguing along this binary fails to aid new educators in their questioning of *why/if/how/what* to teach in consequential ways. In this course, we will examine contemporary notions of education while contextualizing those movements in the framework of our own pedagogical values and methods. *Hammer*

ENGLISH 26S Twentieth-Century Anglophone Drama. In English-speaking countries around the world, the theater has channeled considerable political energies into performance. Looking at nation-states in moments of crisis throughout the twentieth-century— Ireland under English rule, Nigeria during decolonization, England in its imperial decline, the U.S. during the Civil Rights Movement— we will ask how the theater displayed or repressed important currents in social life. How does drama reflect its historical moment, and how might it offer insight for change? Does performance ever help to establish a sense of national identity and can it throw the meaning of “national identity” into doubt? This course will consider the relations between aesthetics and politics as they emerge in the modern drama of the Anglophone (English-speaking) world. Along the way, we will spend time distinguishing the importantly convergent, but not interchangeable, themes of race, nationality, and gender. We will think carefully about the way that drama can challenge assumptions, mobilize political and ethical energies, and retell history differently than other literary forms. We will begin by looking at Aristotle’s *Poetics* alongside a work of contemporary relevance, Anna Deveare Smith’s celebrated performance piece on the Los Angeles riots, *Twilight*. Thereafter, we will move mostly chronologically, beginning with the Irish Revival in the 1900s and making our way to the American 1990s. Readings may include the work of Yeats, Lady Gregory, Shaw, Tagore, Glaspell, Hansberry, Wolfe, Baraka, Walcott, Soyinka, Fugard, Albee, Beckett, Friel, Mtwá, Churchill, Hwang, Stoppard, and Kushner. *Abraoanel*

ENGLISH 90AS Stuff & Nonsense (and Stuff) (and Nonsense) (and Stuff): Dadaism, Machine Poetry, and the Literature of the Absurd. This course will cover nineteenth and twentieth century nonsense, absurdist, and aleatory literature: OBERIU and zaum; Surrealism and Dada; the Theater of the Absurd; Nonsense poetry; children’s literature; John Cage; and machine generated poetry. Topics of discussion will include genre, form and content, interpretation and evaluation, translation and adaptation, and the *avant-garde* and popular culture. Texts may include works by Carroll, Breton, Ionesco, Beckett, Zukofsky, Stoppard, Poe, Lear, Khebnikov, Kharms, Tzara, and others. *Fitzpatrick*

ENGLISH 90B Renaissance Feminisms, 1400-1660. In this course we will examine a range of Renaissance “feminist” texts— texts that address, complicate, and expose the complex and often contradictory constructions of gender during the Renaissance, a period popularly credited with the “invention” of the human. We will

approach these texts with an eye to their historical location— that is, their cultural, legal, medical, political, and theological contexts— as we notice their significant legacies to twenty-first century American culture. Course readings will reflect all genres of literary production during the Renaissance— lyric and epic poetry, prose romance, drama, the essay and diary, and public speeches. Readings will likely include poetry by Chaucer, Donne, Spenser, Lanyer, Whitney, and Philips; drama by Shakespeare, Jonson, Cary, and Cavendish; and prose by Montaigne, Knox, Elizabeth I, Speight, Sidney, Behn, Pepys, and Clifford. *Nardizzi*

HISTORY 103 Politics in Colonial America. Seventeenth-century Americans were far from apathetic when it came to involvement in the political arena of their day. Struggles, even violent struggles, for representation were common. Race was then, as now, a hot-button issue. And long before the Revolution, colonists resisted taxation from England and successfully worked with local politicians to evade all attempts to enforce the hated Navigation Acts of the late 1600s. But some of their political affiliations do seem strange: the identification of one's political leanings by one's religion, for example. It is also interesting to note that the evolution of the race question between Europeans, Africans, and Indians was by no means uniform from colony to colony. This course will take the student back to the elections and political Assemblies of the earliest European settlements in America to see the range of possibilities that were advocated for society in this New World. *McIlvenna*

HISTORY 106S The American Lake Transformed: The Caribbean at Mid-Century. In this course we will survey the tumultuous years between 1945 and 1975 in a region that became a crucible for radical economic transformation, effervescent political activity, and influential intellectual production. The Cuban Revolution, Puerto Rico's "Operation Bootstrap," the anti-colonial Pan-African movement, and the granting of independence to former British West Indian colonies in the 1960s are some of the landmark events of the period that we will study. The course will pursue three broad themes implied by the somewhat provocative term in the title: "the American Lake." This label will be examined and challenged as we study the ways the Caribbean has been defined by shifting flows of power and people. First, we will trace transitions in political influence, charting the rise of U.S. hegemony and the dwindling influence of other colonial powers. Second, we will study the central place of migration in the Caribbean experience. By the end of the period covered in this course, for example, 50,000 immigrants from the Anglophone Caribbean and another 8,000 from Haiti were entering the U.S. each year. And third, springing from the first two themes, we will interrogate the concept of the Caribbean as a region. Beyond the connections to the U.S. and England, we will explore the region's ties to Africa and the rest of Latin America: what lessons did people in the Caribbean take from the consolidation of the Mexican Revolution? how important was labor in the Venezuelan oilfields? and, what was the relationship between West Indians and their counterparts, British colonial subjects in Africa? These questions and others will guide our elaboration of a richer, more nuanced understanding of the Caribbean as a region. *Rogers*

HISTORY 106S American History in Popular Culture: Movies, Myths, and So-Called "Realities." Using films, novels, children's books, music, and other popular media, this course will explore the mythical forces behind certain people and events in American history. Why have some subjects held sway over others in our re-telling of this history? When have the approaches to these subjects shifted? In many ways, this class will be a history of the creation of American history in popular culture. We will read, watch, and listen to popular texts against original primary documents from

the same era and location in order to develop our own interpretations of each particular “myth.” Hence, we will be questioning popular conceptions, often, perhaps, those we have been steeped in since childhood. At the same time, we will explore the process of writing history itself. The course will focus on myths and “realities” around people and events ranging from Columbus, Thanksgiving, Pocahontas, the Salem Witch Hunts, Betsy Ross, George Washington, Daniel Boone, Sacagawea, the Alamo, and the Gold Rush, to Abe Lincoln, the Battle of Little Bighorn, Paul Bunyan, the Rough Riders, Tonto and the Lone Ranger, Rosie the Riveter, Rosa Parks, Vietnam, and Woodstock. *Miller*

LIT 99 Great Books Western Tradition. The focus in this course is on a number of well-known novels in the English Modernist tradition. Authors read will include Joseph Conrad, Virginia Woolf, John Cowper Powys, E.M. Forster, and D.H. Lawrence. *Surin*

LIT 120B Becoming Digital: Film, Video, and Photography in the Digital Age. Why does a MCI Worldcom commercial speak to “Generation D— born digital”? What does it mean to be born digital? Does the shift to digital technologies mean the death of analog technologies and a move to a completely different paradigm? By watching films that use digital technology in their production or post-production and/or deal thematically with “the digital” in our culture as a whole, and by analyzing photographs and other visual media, this class will question how new imaging technology is or is not changing our world, our relationship to our world, and how it is redefining our assumptions about what it is to be human, alive, and “real.” Possible screenings include *The Matrix*, *A.I.*, *Tetsuo the Iron Man*, *S1mOne*, *Final Fantasy*, *Metropolis*, *Trip to the Moon*, and *Existenz*. *Garci-Crespo*

LIT 132 In Between: Creative Writing, Critical Theory and Public Art. This seminar will require students to respond critically and creatively to a variety of texts— visual and verbal— that address questions of public and private creation. Students will read journals and take active part in class discussions and activities. They also will write final papers and participate in a final collaborative course project. This project takes its cue from the New York City Transit’s and the Poetry Society of America’s project to put poetry on public transportation. However, unlike this previous “Poetry in Motion” project which places already published poems on buses and subways, students in small groups of three or four will design their own installations for Duke transportation (for the Fall 2004 semester). The poems will operate as visual collages, utilizing words and images. In addition, they will speak to concerns specific to Duke University. For instance, they might address sexual assault and harassment or racial and sexual diversity on Duke’s campuses. In light of perennial safety issues and debates about identity and difference, these poems could provide small visual/poetic reminders of the need to imagine “community *in* communities.” Regardless of their subject matter, however, they will function as “shuttles” between the campuses in much the same way that the buses themselves move Duke students, faculty, and employees between East, West, and Central campuses and between Duke and UNC-Chapel Hill. Finally, they will serve as tangible reminders of the relationship between theory and practice, a thematic which informs this course’s readings. *Carroll*

LIT 145 Medicine in Literature. This course will examine the representation of the profession of medicine in literature from antiquity to the present. By examining the representation of pathology and the medical profession in works ranging from Aristotle to Albert Camus and Charlotte Perkins Gilman, we will explore the cultural and temporal specificity of the concepts of illness and cure. Central to the course will

be the following questions: what is constitutive of pathology? who decides what is "pathological"? what are the responsibilities of physicians both to the sick and to the larger communities that physicians service? by means of what training does a physician become qualified for the profession of medicine? what can we say about literature's representation of nurses and the physician's retinue of attendants? in what ways are hierarchies within the medical profession informed by and constitutive of sexual and racial hierarchies within their respective communities?
Dayaratna

LIT 161 Special Topics in Third World or Postcolonial Literature and Cultures.

This course will focus on anglophone literatures outside England. The authors read will include V.S. Naipaul (Trinidad-born, living in Britain), J.M. Coetzee and Nadine Gordimer (South Africans), Kazuo Ishiguro (Japan born, living in Britain), Arundhati Roy (Indian), and Michael Ondaatje (Sri Lankan born, living in Canada). *Surin*

MUSIC 20S Technology and Sound. From car stereos to grocery store aisles, and even the preset ring tones on modern cellular phones, through technology music has become the background to today's life, but like other aspects of human existence, technology has been both a catalyst for and a product of musical change. This course will explore the impact of technology on musical practice in composition and performance, as well as its effect on how the listener not only perceives music, but how technology has changed the entire listening experience. Topics will include changes in temperament and instrumental development, the effect of recording and reproduction in the twentieth century, the development of electronic music as a genre, and the impact of the digital revolution and the internet on issues of copyright, globalization, and mass reproduction. Students will gain insight into the technological practice through demonstrations and discussions on how these practices have affected currents in popular, jazz, world, and concert music. *Mayrose*

POLSCI 199C Politics of Memory. The course will explore the question of what politics of memory is best suited for democratic aspirations. The theories we will examine engage the problem of how we should remember collectively, as well as how to negotiate with the specters of memory that remembrance convenes. We will be especially interested in the way control of public memory functions as a mechanism of political control. Selected theoretical readings will include Nietzsche, Sophocles, Derrida, Foucault, Morrison and Baldwin. Our political examples will draw heavily upon those countries challenged to democratize the present by democratizing their account of the past. Time permitting, comparative political examples will include Latin American and European cases, the contemporary issue of slavery reparations in the U.S., and the South African Truth and Reconciliation Commission. *Brendese*

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

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

PSY 170OS Psychology and Human Sexuality. The goal of this course is for students to gain a deeper understanding of sexuality as it relates to psychology. Topics covered in this course include: physiology, gender identification and gender roles, sexual variations, cross cultural sexual practices, negative aspects of sex, research methods, and current controversies. Students will learn to examine how sexual issues affect the ways people think, act, and make decisions, and learn to develop their own viewpoints regarding controversial issues. *Williams*

PSY 170PS Mass Media and Mental Illness. To understand public attitudes and beliefs regarding psychological disorders and treatment, it is necessary to examine the manner in which these are treated within mass media. One does not have to look far to find representations of mental illness and disordered behavior in the media. From the use of abnormal behavior as a catalyst for humor in television sit-coms to the seemingly endless proliferation of television crime dramas, representations of psychopathology abound. In this class we will examine the many ways in which abnormal behavior and mental illness are represented in popular media, as well as the risks of stigmatization and the opportunities for raising awareness that exist. This course will include film screenings and weekly writing assignments. Prerequisite: One previous course in psychology, or consent of instructor. *Schneider*

RELIGION 185S.01 Religious Views of Medicine and Suffering. This course introduces students to topics in medical and religious ethics surrounding the theme of suffering. We will investigate how the medical professions approach suffering and death, as well as the significance of religion for therapy and palliative care. Specific issues range from the interconnections among dependence on others, suffering and identity, to efforts to understand whether, and if so how, God suffers. *Sider*

RELIGION 185S.02 Women in Antiquity. Many western attitudes toward women stem from characterizations of women from ancient Greece and Rome. In this course we will examine the various representations of women in Greek, Roman, Jewish, and Christian cultures of antiquity, paying particular attention to notions of female identity and the positions of women in society. Who was the "ideal" woman and what "other" women were thought to perform useful or necessary functions in society? How did the roles and treatment of women differ dependent on time and place, economic status, ethnicity, and social power? We will attempt to answer these questions by examining legal and medical documents, visual depictions of women, and literary evidence, including myth, drama, poetry, religious literature, and inscriptions. *Upton-Saia*

RELIGION 185S.03 Religion, Ethics, and Construction of Families in America. Why do many people in America regard marriage and family as dimensions of

“religion” or “religious experience”? Do religious traditions offer guidance for these human relationships, or are they a hindrance? This course will examine specific constructions of families in America over the past thirty years. Students will investigate how family and religion intersect with each other and with other identity markers such as gender, race, class, and sexuality using theory from the field as well as narrative accounts. Throughout the course, we will also analyze how families shape ethics and how, in turn, individuals shape and affect the ethics of their families. *Bennett*

WOMENST 150S.01 The Female Body Politic. Simone de Beauvoir wrote, “One is not born but rather becomes a woman.” Her provocative comment prompts questions. Is ‘woman’ a biological or a social category? Is it both? What about the female body itself? We will examine a wide array of texts, from Aristotle’s *Generation of Animals* to *Roe v. Wade*, in order to take up these concerns. We will focus on nineteenth and twentieth century Western culture to ask how women’s bodies have been constructed and to what ends. We will not only look at different representations of women’s bodies, but also ask how what seems natural about them has been shaped over time through art, legal proceedings, and scientific disciplines such as psychoanalysis and medicine. We will take up problems and developments in the field of women’s health, asking how the views that doctors hold of women’s bodies shape medical understandings of menstruation, pregnancy, and reproduction. We will also question whose bodies have been allowed to count as feminine by looking at advertisements, performance art, and the burgeoning culture of women’s bodybuilding – and examine how representations of women’s bodies are shaped by race and sexuality. *Abraavanel*

WOMENST 150S.02 Women in Antiquity. See RELIGION 185S.02 description above. *Upson-Saia*

WOMENST 150S.03 Religion, Ethics, and Construction of Families in America. See RELIGION 185S.03 description above. *Bennett*

Term II

CULANTH 180 Anthropology of Violence. In the US, nearly half of us will experience some form of violence in our lifetimes. We are a nation composed of: war veterans; refugees; victims and perpetrators of child and sexual abuse, murder, mayhem, and assault; contact sport athletes and fans. Virtually all of us will encounter violence in other forms, from televised news coverage, sports, action films, music, literature, video games, national security policy, and police presence. This course will examine a number of contexts in which violence shapes both daily social life and the historical legacy that we must confront, from nationalism to international terrorism, religious rebellions to vigilante violence, and college and high school campus assaults. *Collier*

CULANTH 180 Globalization and Anti-Globalization. See description under Term 1. *Litzinger*

CULANTH 180S Global Religion: Born Again Cultures. For over twenty years “born-again” Protestant churches have been spreading rapidly in Third World countries. Is this increase in converts the latest development in U.S. cultural imperialism, or is born again conversion an empowering change for marginalized people? This class explores such politically charged questions through the study of contemporary born-again Protestant churches in the U.S. and their transplantations into Latin America and Africa. Topics include U.S. televangelism, snake handling, Latin American “dirty wars,” and African witchcraft beliefs. Besides reading

ethnographies on various cross cultural contexts, students will become familiar with current anthropological debates about globalization and local change, structure and agency, and resistance and social protest. Students will be challenged to think critically about easy explanations of the popularity of this religion and to examine closely the political context of each situation. We will consider ethical problems, including the extent to which politics and power inform religion, the value and limits of a religious reformation that often requires the loss of local tradition, and the potential for born-again conversion to express social protest. This class fulfills a requirement for the Certificate in Latin American Studies. *Yezer*

ENGLISH 26S Middle Ages Through the Ages: Exploring Appropriations of Medieval Literature. This course will explore both British and American literary fascination with the Middle Ages and question whether this fascination reveals a preoccupation with something exotic and alien, or something eerily familiar. We will begin with a pre-fifteenth century text and then read it alongside a later retelling in order to reveal how subsequent literatures have copied, changed, valorized, or denigrated the medieval period and how they have downplayed, amplified, or altered the original texts with diverse purposes and effects. We will begin with how revolting peasants in medieval England rewrote an orthodox medieval Catholic poem to verbalize their reforming ideals. We will then progress to the Renaissance and think about how Shakespeare thought about Chaucer. Moving to the Romantic period, we will question why the poets and novelists of this era looked back to the Middle Ages so frequently. Switching continents, we will read Mark Twain's version of Malory's *Le Mort D'Arthur*, examine J.R. Tolkien's medieval vision of *Beowulf* as expressed in *The Hobbit*, and discuss contemporary novels such as *Mariette in Ecstasy* and Iris Murdoch's *Green Knight* alongside *The Book of Margery Kempe* and *Sir Gawain and the Green Knight*. *Hersh*

ENGLISH 90AS Transgressive Friendships. This course will utilize novels, short stories, and drama to probe the tension between the individual and the community in the formation of identity through a friendship that crosses one or more boundaries, usually involving race, class, or religion. In addition to our exploration of this theme, we will attend closely to how these texts say what they say, and how you, as a reader, think, talk, and write about texts. Readings may include Mark Twain's *Huckleberry Finn*, Ernest Hemingway's *The Sun Also Rises*, Toni Morrison's *Sula*, Langston Hughes' and Zora Neale Hurston's play *Mule Bone*, and short stories by Charles Chesnutt, Langston Hughes, Toni Morrison, William Faulkner, and others. *Lee*

ENGLISH 90AS Reading the City: American Urban Landscapes. The city is often described as a site that holds endless possibility and opportunity. The promise of urban living, colloquially, is that the lights never go out. But the city is the site of danger as well as possibility: the press of the crowd, the threat of violence, the ubiquity of dirt and detritus. You can get lost as well as found; large populations can energize and open up communities as well as ossify into groups or erupt into mobs. We will read representatives of urban space to address the question of how different imaginings of the city— and particular cities— in turn imagine different threats and possibilities to our individual and communal identities. What kind of place is the city, and what kind of person do we become when we enter it? Possible readings associated with New York City include works by Yeziarska, Ellison, Crane, Auster, Dos Passos, Wright, and Scorsese. These will be supplemented by geographies of other cities suggested by James, Davis, Norris, Dreiser, Faulkner, Poe, Hawthorne, Zola, Dunbar-Nelson, and Kasdan. *Coats*

ENGLISH 90AS 'The Future Lasts Forever: Utopian Fictions and the Future(s) of Community. What happens after a revolution? How do you guarantee the future of the new world you have constructed and the new communities that inhabit it? This course will investigate how literary texts imagine community and, most importantly, the institutions and/or ideas that will ensure the future and reproduction of community. Attention will be given to how ideas of public and private realms, citizenship (or social personhood), and group identity circulate in community. We will consider how utopic fictions imagine biological and technological forms of reproduction, and the ways in which the promise of futurity shapes the way we articulate identity. We will also examine the following: what are the conceptions of justice underlying utopic fictions of the state? how does form function as a part of the utopic project of a text, or how did certain writers make use of genre and/or form to produce utopic fictions? how do speculative constructions of gender and race help authors to rethink ideas such as citizenship and labor? if the idea of utopia produces the problem of deferral or endless waiting for a new world to come, what is its purpose? *Kasibhatla*

HISTORY 103 American Popular Culture, 1890-1990. Hollywood, Elvis, Disco, Hip Hop, and the Brady Bunch are but a few popular icons we will consider in this course. You will be introduced to the major forms of American popular culture that have emerged in the late nineteenth and twentieth centuries and will evaluate how they have changed over time. Moving beyond the notion that popular culture is merely 'escapist' entertainment, we will analyze the connections between mass-produced cultural products and the construction of identities— race, class, gender, "youth," and sexuality— in the U.S. Moreover, we will pay special attention to American popular culture in its global context, and in particular the impact of transnational exchanges of cultural products on national identity. Although this course is taught from an historical perspective, we will also raise important theoretical issues such as: what is the difference between "popular," "mass," and "high" culture? how do new forms of popular culture get assimilated into the mainstream? how do "subcultures" consume and reconstitute mainstream popular culture? is popular culture a form of social control or does it offer a form of agency? *Bregent-Heald*

HISTORY 103 Soul Call: Race and Cultural Politics in Twentieth Century America. In this seminar we will explore the integral role of culture in the making of modern American politics in the twentieth century. Through music, literature, film, and photography we will look at the ways in which culture turned from a marker of politically unorganized ethnic and social group identity into a political tool. We will trace how the cultural discourses of the Harlem Renaissance turned into a politics of cultural identity used by grassroots organizations during the Civil Rights Movement, how these notions were in turn appropriated by the government's domestic and foreign policy makers, and eventually employed by the emerging New Left and New Right from the 1960s through the 1980s. The course will give us the opportunity to explore new interpretations of contemporary identity politics' origins, including the crucial role of the cultural turn in Cold War politics. *Franzius*

HISTORY 106S Resistance and Revolution in Twentieth Century Latin America. The history of contemporary Latin America may best be told through the prism of resistance and revolution. This course offers a sweeping account of the social, political, and economic transformations of twentieth-century Latin America by highlighting popular mobilizations that gave meaning to the region's encounter with "modernity." We will examine the similarities and variations of popular struggles as

they both reacted to and aimed to anticipate changing local and global realities. We will avoid reducing popular mobilizations to simplistic “us versus them” representations, instead paying close attention to how internal contradictions forced movements constantly to reinvent themselves, sometimes effectively, often ruinously. We will make full use of a rich documentary record by examining oral histories, political autobiographies, government papers, literature, film, theater, and music. We will conclude with an overview of the most recent and innovative forms of mobilization visible in the region in an effort to develop our own hypotheses about what shape “democracy” may take in the coming century in Latin America and beyond. *Velasco*

LIT 112 Latin American Cinema. This course’s first two parts will examine the transformations of the New Latin American Cinema movement. We will begin with movies of the 1960s and early 1970s that emphasize the construction of the “present” as social change and revolution, and then explore a turning toward the representation of the Latin American reality based on the revision of the historical past of the continent. The third part will be devoted to films that explore the notion of memory as a politics for an uncertain future marked by post-dictatorial transitions to neo-liberal democracy, the continuation of the neo-colonial projects in Latin America influenced by American imperialism, and the end(s) of socialism under the rubric of the New World Order. We will conclude by exploring the future paths of Latin American Cinema in the age of globalization. *Rodriguez*

LIT 151 Oprah’s Book Club. The six-year phenomenon that was the original Oprah’s Book Club— end of 1996 through the beginning of 2002— changed the way many Americans viewed their hitherto “personal” reading experiences. Participating in a collective reading group allowed millions of Oprah’s viewers— most of them women— to share their thoughts on literary and cultural matters through avenues both intimately local and globally mediated. That virtually every Book Club selection became an instant bestseller should come as no surprise. But the range of themes and styles encompassed by the selections sometimes took Oprah’s readers totally, and unsettlingly, by surprise (i.e., Toni Morrison’s *Paradise* in 1998). Our goals will be to read a representative sampling of books selected for the original Oprah’s Book Club and to engage with the theoretical issues that surround this still popular cultural institution: gendered reading practices, middlebrow formations of taste, and literature’s relation to social class. Because Oprah has always been committed to highlighting racial issues through her selections, we will spend time talking about the way race is configured in textual and material forms. We may even devote a session or two to the recent resurrection of the Book Club— by way of John Steinbeck’s “classic” *East of Eden*, interestingly enough. *Nishikawa*

LIT 154 Reading Virginia Woolf. This course will focus upon close reading of Virginia Woolf’s major essays and novels. Although we will consult some of Woolf’s interlocutors and critics, and historical and biographical contexts will be provided and considered, the emphasis will be upon careful reading and engagement with recurrent themes in Woolf’s writing. Such themes include, but are not limited to, time, language, and relation. *Pilatic*

LIT 162Z Cannibalism and the Magical Real in Latin America. We will explore the question “Who is eating whom and why?” and its implications for postcolonial intellectual and artistic production in Latin America. How have the metaphors of eating the other and magical transformation been used to critique cultural and politico-economic imperialism? Does embracing barbarity and radical difference constitute an effective resistance to North American and European empires? Or does

it just make entertaining consumption for the real man-eaters, us? We will read novels by Gabriel Garcia Marquez, Darcy Ribeiro, and Mario Vargas Llosa, and short stories by Jorge Luis Borges. A key text will be Oswald de Andrade's *Cannibalist Manifesto* read in conjunction with some postcolonial theoretical essays by Roberto Schwarz and Silviano Santiago. The final section of the course will address the Brazilian musical movement of Tropicalia, inspired in part by Andrade's work. We will discuss lyrics and music and read excerpts from Caetano Veloso's recently translated memoirs, *Tropical Truth*. *Draper*

MUSIC 170S From Exoticism to Multiculturalism: Twentieth Century Music.

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

PHIL 195 Darwin and Morality. We all have strong moral beliefs and make confident moral judgments. Terrorists are evil; discrimination is wrong. But where do these beliefs come from? One answer is that there are moral facts in the world waiting to be discovered. Another is that these moral beliefs are part of a specific human psychology that has developed over the course of evolutionary history. According to this view, the urge to help your neighbor is a result of the same evolutionary process that produced the opposable thumb. Both are adaptations and have evolved because they helped the organisms that possessed them survive and reproduce. So what happens when we take this Darwinian approach to morality? Are we forced to abandon any notion of objective moral truth? Does life have any meaning if our noblest impulses are produced by a process as blind and purposeless as Darwinian selection? This course will address these questions and others in its examination of this exciting and controversial subject. *Sommers*

PSY 170IS Human Development in Literature. See description under Term I. *Maxson*

PSY 170OS Psychology and Human Sexuality. See description under Term I. *Williams*

PSY 170PS Mass Media and Mental Illness. See description under Term I. *Schneider*

RELIGION 185S.01 Magic and Miracle in the World of Early Christianity. Magic was as hot a topic in antiquity as it is today. The number of legal and religious censures against it indicate that the practice of magic in antiquity was widespread (or thought to be widespread) and something to be feared and controlled. The picture is complicated, though, by the category of "miracle." How did ancient miracles differ from magic? In this course we will explore the functions performed by ancient magic and miracle, determine criteria (ancient and modern) used to differentiate magic from

miracle, and investigate how the charge of magic was used to exclude or punish certain unsavory groups in antiquity. *Upson-Saia*

RELIGION 185S.02 Marriage and Family, Adultery and Divorce in the European Reformation. This seminar will provide an understanding of the relations between religion, politics and popular culture during the European Reformation. We will explore historically the social unit of the family— as it was formed (marriage) and sometimes dissolved (divorce)— in the midst of the changing social, cultural, and religious contexts of the sixteenth century. The ideology underlying these changes as well as notions of masculinity and femininity will also be explored. By examining the intersection of official religion, popular culture, and society (including economic, legal, and political forces), we may better analyze the changes that have occurred in religious, cultural, and social practices that have lasted to the modern era. *Chung*

RELIGION 185S.03 Early Medieval Christianity. Beginning with the conversion of Rome and ending with the first Crusades, this course will examine the Early Middle Ages, focusing especially on the impact the spread of Christianity had on civilization and, just as important, the impact civilization had on the development of Christianity. Included will be the development of Christian beliefs and practices, the importance of asceticism and monasticism to the character of Christianity, and the relationship of Christianity to other religions (“pagan,” Judaism, and Islam). In addition to a general survey, the course will examine hotly debated questions in the field such as: just how Christian was Christian Europe? was there such a thing as Celtic Christianity? how could Christians justify the Crusades? and many others. *Crites*

WOMENST 150S In Sickness and in Health: Gender and Medicine. This course engages an interdisciplinary feminist approach to discourses of health and wellness and to practices of health care in contemporary and historical U.S. contexts. We will learn how to read “gender” in medicine and to see how racial, sexual, and other cultural stereotypes shape scientific knowledge about women’s bodies as well as how doctors, researchers, policy-makers, and activities variously “treat” women’s bodies. Topics to be covered include reproductive health and politics, breast cancer, women and AIDS, disability, aging, gender and the economics of health care in the U.S., and the turn to health and medicine as political issues within different identity-based feminist movements. Materials that will aid in our analyses of women “in sickness and in health” range from feminist theories of embodiment, to social histories of American medicine, to depictions of women in literature, non-fiction, popular media, and experimental film. *Osucha*

"I love the opportunity to focus on one or two courses. I feel like I retain more knowledge and get more excited for class each day."

(Student, Summer '03)

Evening Courses

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

Term I

- BIOLOGY 174 Philosophy of Biology.** 5:00-7:05 p.m. *Linguist*
CULANTH 180S Anthropology of Human Rights. 6:00-8:05 p.m. *Yezer*
ECON 83 Financial Accounting and Decision Making. 5:00-7:05 p.m. *Skender*
ENGLISH 90B,S Renaissance Feminisms, 1400-1660. 6:00-8:05 p.m. *Nardizzi*
LIT 120B Becoming Digital: Film, Video, and Photography in the Digital Age. 6:00-8:05 p.m. *Garci-Crespo*
LIT 132 In Between: Creative Writing, Critical Theory, and Public Art. 5:00-7:05 p.m. *Carroll*
MATH 114 Applied Mathematical Analysis II. 5:20-7:00 p.m.
(Monday through Thursday). *Staff*
PHIL 114 Philosophy of Biology. 5:00-7:05 p.m. *Linguist*
PHYSEDU 15A.02 Weight Training. 5:00-7:05 p.m. *Falcone*
PHYSEDU 15B.02 Weight Training. 5:00-7:05 p.m. *Falcone*
PHYSEDU 150 Health, Fitness and Wellness. 5:00-7:05 p.m. *Stewart*
PSY 170I,S Human Development in Literature. 6:00-8:05 p.m. *Maxson*
PSY 170M,S Women and Mental Illness in Literature. 6:00-8:05 p.m. *Mariaskin*
PSY 170P,S Mass Media and Mental Illness. 5:00-7:05 p.m. *Schneider*
SOCIOL 120 Causes of Crime. 6:00-8:05 p.m. *Williams*
WOMENST 150S The Female Body Politic. 5:00-7:05 p.m. *Abraovanel*

Term II

- ARTHIST 70 Introduction to the History of Art.** 5:00-7:05 p.m. *Deyasi*
CULANTH 180S.01 Global Religion: Born Again Cultures. 6:00-8:05 p.m.
Yezer
ENGLISH 90A,S Transgressive Friendships. 5:00-7:05 p.m. *Lee*
LIT 112 Latin American Cinema. 6:00-8:05 p.m. *Rodriguez*
LIT 154 Reading Virginia Woolf. 6:00-8:05 p.m. *Pilatic*
LIT 162Z Cannibalism and the Magical Real in Latin America. 5:00-7:05 p.m.
Draper
MATH 111 Applied Mathematical Analysis I. 5:45-7:20 p.m. (Monday
through Thursday). *Staff*
PHYSEDU 15A.02 Weight Training. 5:00-7:05 p.m. *Falcone*
PHYSEDU 15B.02 Weight Training. 5:00-7:05 p.m. *Falcone*
PSY 170I,S Human Development in Literature. 6:00-8:05 p.m. *Maxson*
PSY 170P,S Mass Media and Mental Illness. 6:00-8:05 p.m. *Schneider*
**RELIGION 185S.02 Marriage and Family, Adultery and Divorce in the
European Reformation.** 5:00-7:05 p.m. *Chung*

Study Abroad

The Duke University Office of Study Abroad, in cooperation with several university departments and programs, provides opportunities for students to study abroad while earning Duke University credit. Applications from non-Duke students are welcome. Further information about these programs can be obtained from the program directors or from the Office of Study Abroad, 2016 Campus Drive, Duke University, Box 90057, Durham, NC 27708-0057 (Tel.: 919/684-2174, Fax: 919/684-3083, e-mail: abroad@asdean.duke.edu) or see our website (www.aas.duke.edu/study_abroad). The application deadline is February 6, 2004. *All programs are subject to change or cancellation.*

Australia: Sydney, the Northern Territories and Queensland (June 17-August 3). Focusing on the biogeography and environmental history of Australia, this two-course, six-week program is based at the University of New South Wales in Sydney. Beginning in the Northern Territories, the program travels to varied Australian locales and concludes on Lady Elliott Island on the Great Barrier Reef at the university's research facility and in the tropical rain forest of Northern Queensland. The first course is *BIOLOGY 101: Biogeography in an Australian Context* NS, STS, taught by Department of Biology Professor Emeritus Richard Searles. The second course will be selected by the students from four elective courses taught by faculty of the UNSW. Electives are: *ECON 69: Australia and the Asia-Pacific Economies* SS, CCI; *ENGLISH 026S: Australian Literature—Imaging Australia* AL, IAA; *ENGLISH 142: Australian Film & Television Studies* AL, CCI; or *HISTORY 100K: Australia—The History and Culture of Sport* CCI, CZ, IAA. For further information, contact Professor Richard Searles, Department of Biology, 0061A Biological Sciences Bldg., Box 90338, Durham, NC 27708-0061 (Tel.: 919/660-7336; e-mail: searles@duke.edu).

Brazil: Rio de Janeiro (May 15-June 27). New for 2004! Offered jointly by the Office of Study Abroad and the Department of Romance Studies, and based in Rio de Janeiro, this program will focus on intensive Portuguese language and Brazilian culture study. Directed by Professor Leslie Damasceno of the Department of Romance Studies, the program will be six weeks in length, and will offer two courses, complemented by excursions. Prior Portuguese language ability is not required. Participants may choose either – *PORT 62: Intensive Brazilian Portuguese* or *PORT 102: Advanced Intensive Brazilian Portuguese* – depending on individual language proficiency. Instructor for the course is Professor Magda Silva, also of the Duke Department of Romance Studies. The second course is *PORT 140S: Contemporary Brazilian Culture and Society* CCI, CZ, IAA, EI, taught in English by Professor Damasceno and guests. Graduate students may register for *PORT 392S: Topics in Contemporary Brazilian Culture and Society*. For further information, contact Professor Leslie Damasceno, Department of Romance Studies, 107 Languages Bldg., Box 90257, Durham, NC 27708-0257 (Tel.: 919/660-3138; e-mail: ljhd@duke.edu).

China: Beijing (June 17-August 15). This is a two-course, nine-week intensive Chinese language program in Beijing. Students earn one year of Chinese language credit at the intermediate or advanced level. Independent travel is possible during the program and there is an optional guided ten-day study tour available after the program. Students live in dormitories. Prerequisite: one or more years of Chinese language instruction. For further information, contact Asian/Pacific Studies Institute, 2111 Campus Drive, Box 90411, Durham, NC 27708 (Tel.: 919/684-2604, china-abroad@duke.edu).

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

Program 1: Tropical Biology. (May 24-June 21). Field-based, hands-on instruction of

tropical biology will be provided in this four-week intensive summer program in tropical biology at OTS' three Costa Rican field stations—Las Cruces, Palo Verde, and La Selva—each located in a distinct ecosystem. Students must have completed one year of college-level biology. They will enroll in a one-credit laboratory course, *BIOLOGY 134L: Field Tropical Ecology* NS, and live at the biological field stations. For further information, contact Rodney Vargas, Organization for Tropical Studies, Box 90633, Durham, NC 27708-0633 (Tel.: 919/684-5774, e-mail: rvargas@duke.edu).

Program 2: Field Ethnobiology. (July 6-August 17). This undergraduate program, recently expanded to six weeks, offers two courses— a Spanish language course option as well as the original biology lab course. *BIOLOGY 136L: Plaintains, Iguanas and Shamans: An Introduction to Field Ethnobiology* NS, STS, involves the scientific study of the subsistence, medicinal, ceremonial and aesthetic use of plants and animals by human societies. For the second course, students may elect either *SPANISH 62: Intensive Study of Spanish* CZ, FL or *SPANISH 102: Advanced Intensive Spanish* CCI, FL, based on their language ability. Students will begin the program with lectures and demonstrations in San Jose, then travel into the field in southern Costa Rica. The Wilson Botanical Garden and Las Cruces Biological Station will be used as bases, with students conducting ethnobiological assessments at neighboring communities. Students must have completed one semester of college-level biology and one semester of Spanish or the equivalent. For additional information, contact Rodney Vargas, Organization for Tropical Studies, Box 90633, Durham, NC 27708-0633 (Tel. 919/684-5774, e-mail: rvargas@duke.edu).

Cuba: Havana (May 16-June 27). Based in Havana, this two-course, six-week program offers a rare opportunity for American college students to examine and experience Cuban culture first hand. *SOCIOLOGY 100: The Cuban Revolution: Society, Economy and Politics* CCI, SS will be taught in English by Department of Sociology Visiting Professor Nelson Valdes. The other course is *SPANISH 131: Cuban History and Culture* CZ, FL, CCI, IAA, taught in Spanish by Dr. Rafael Hernández, editor of the humanities and social sciences journal, *Temas*. Two years of college-level Spanish are required. Students will be housed within walking distance of the Casa de las Américas, where classes will be held. A group flight will be organized by the program. For further information, contact Dr. Nelson Valdes, Department of Sociology, 107 Franklin Center, Box 90402, Durham, NC 27708-0402 (Tel.: 919/681-4491, e-mail: nelson.valdes@duke.edu).

England: London-Drama (June 27-August 7). Students will study drama in performance as they see over twenty performances in a variety of both classic and new plays, musicals in London and perhaps, Stratford-upon-Avon. The courses are *THEATRST 117S/ENGLISH 176BS: Theater in London: Text* AL, IAA and *THEATRST 151S/ENGLISH 176CS: Theater in London: Performance* AL, IAA. Classes are taught by Professor John Clum of Duke and a variety of well-known British actors, writers, and directors. The program is designed to meet the needs of both the novice with an interest in theater and the drama major. Accommodations are in a dormitory of University College London. For further information, contact Professor John Clum, Dept. of Theater Studies, 205 Bivins Building, Box 90680, Durham, NC 27708-0680 (Tel.: 919/660-3350, e-mail: jclum@duke.edu).

England: London-Media (July 4-August 14). This double course, six-week program explores and analyzes British government and politics, the British media, and the relationships between the two. A double course, *POLSCI 100ES: Politics and the Media in Britain* [B] CCI, SS, is taught jointly by Professor David Paletz of Duke and British faculty. Emphasis is on the Labour Party's successes and failures in office.

Students visit Parliament, newspapers and magazines, and attend media events. Accommodations are in dormitories. Internships are available for interested students and internship credit in fall or spring semester is possible. For further information, contact Professor David Paletz, Department of Political Science, 214 Perkins Library, Box 90204, Durham, NC 27708-0204 (Tel.: 919/660-4321, e-mail: paletz@duke.edu).

England: Oxford (July 2-August 14). New College, University of Oxford, utilizes the tutorial system of education supplemented with guest lectures given by noted British scholars in this six-week session. Students may choose one of the following double courses: *ENGLISH 132CS: Shakespeare: Comic Visions, Dark Worlds* AL, IAA; *ENGLISH 132E,S: Victorian Fiction and Poetry* AL, IAA; *POLSCI 100.01LS* CCI, SS/*HISTORY 100M: The Making of Modern Britain* and *POLSCI 100L.02LS: Law and Liability: Personal Injury in Britain and the United States* [B] CCI, SS. For further information, contact Professor Ian Baucom, Department of English, 305A Allen Building, Box 90015, Durham, NC 27708-0015 (Tel.: 919/681-7608, e-mail: ibaucom@duke.edu).

Flanders and The Netherlands: Ghent and Amsterdam (June 26-August 7). This two-course, six-week, interactive program starts out in Ghent, Flanders, where students spend the first four weeks. The program then travels to Amsterdam, The Netherlands, for the final two weeks. The double course *ARTHIST 158-159 or ARTHIST 241-242: History of Netherlandish Art and Visual Culture in a European Context* AL, CCI, CZ, IAA is taught by the Duke program director, Professor Hans J. Van Miegroet, with distinguished Dutch and Flemish guest professors. Participants explore numerous Dutch and Flemish cities, collections, museums and sites. Accommodations are in hotels, where faculty also reside to improve student-faculty interaction. For further information, contact Professor Hans J. Van Miegroet, Department of Art and Art History, 112 East Duke Building, Box 90764, Durham, NC 27708-0764 (Tel.: 919/684-2499, e-mail: hvm@duke.edu).

France: Paris (May 14-June 26). Paris is the stunning backdrop for this two-course, six-week program focusing on French language and culture. Directed by Professor Francisco-J. Hernandez Adrián of the Duke University Department of Romance Studies, the program is taught entirely in French. The first course, *FRENCH 137: Libert , Egalit , Fraternit ? Communitarisme et Universalisme en France (1954-2004)* CCI, CZ, FL is taught by Professor Marc Schachter of the Department of Romance Studies; the second course, *FRENCH 143: Paris Universelle: The International Avant-Gardes (1880-1945)* AL, CCI, FL, is taught by Professor Adri n. Concentration is on single authors, genres, movements, or themes. Four semesters of college French or equivalent are required. Students are housed in an apartment hotel. For further information, contact Professor Francisco-J. Hernandez Adri n, Department of Romance Studies, 205 Languages Building, Box 90257, Durham, NC 27708-257 (Tel.: 919/660-3130, e-mail: adrian@duke.edu).

Germany: Bavaria (May 7-June 25). Taught entirely in German by faculty of the University of Erlangen-N rnberg, this two-course, six-week program offers as a first course either *GERMAN 63: Accelerated Intermediate German* FL or *GERMAN 150: Advanced German: Composition, Conversation and Current Issues*. CCI, FL. Second course is *GERMAN 153: Aspects of German Culture* CCI, CZ, FL, IAA. All courses are taught in German and resources include audio, video, and computer-based materials. Students are housed with German families. For further information, contact Professor Helga Bessent, Department of Germanic Languages and Literature, 116F Old Chemistry Building, Box 90256, Durham, NC 27708-0256 (Tel.: 919/660-3172, e-mail: hwb@duke.edu).

Ghana: Accra (June 1-July 15). This six-week, two-course program focuses on culture and life in Ghana and is based at the University of Ghana, Legon, just outside the capital city of Accra. The first course is taught by program director Professor Charles Piot of the Duke Department of Cultural Anthropology. *CULANTH 100.01/AAAS 102.01: Anthropology of Contemporary West Africa* CCI, R,SS explores the vibrancy of, and the anxieties surrounding, contemporary cultural and political life in West Africa. The second course, *CULANTH 100.02/SOCIOL 100.01/AAAS 102.02: Ghanaian Culture and Politics* CCI, CZ, SS is a comprehensive introduction to cultural, social, economic, and political facets of Ghanaian life, and is taught by talented Ghanaian faculty. Several field trips will complement course work. Accommodations will be with guest families and in hotels. For further information, contact Professor Charles Piot, Department of Cultural Anthropology, 109 Social Sciences Bldg., Box 90091, Durham, NC 27708-0091 (Tel.: 919/681-3264, e-mail: charles.piot@duke.edu).

Greece: Athens and the Islands of the Aegean (May 12-June 12). This four-week, one-course program offers a study of the Classical Greeks' pronounced emphasis on the rational aspect of human nature which enabled them to lay the foundations for subsequent intellectual developments in Western thought. The Athenian Empire will serve as a case study for an investigation of the five major ancient ethical systems. *PHIL 136: Birth of Reason in Ancient Greece* CCI, CZ, EI is taught by Michael Ferejohn of the Department of Philosophy. Concentration is on Athens, northern and southern Greece, as well as the Cycladic Islands. Travel in Greece is by private coach. Accommodations are in hotels. For further information, contact Professor Michael Ferejohn, Department of Philosophy, 201B West Duke Bldg., Box 980743, Durham, NC 27708 (Tel.: 919/660-3053, e-mail: mtf@duke.edu).

Italy: Venice (May 15-June 26). This two-course, six-week program, taught in English, concentrates on Venetian civilization, culture and art history. Program director Professor Gregson Davis, of the Duke Department of Classical Studies, will teach *CLST 149: Venetian Civilization and Its Mediterranean Background* AL, CCI, CZ, IAA. This course explores select topics in the formation and development of Venetian civilization against the background of earlier, dominant Mediterranean cultures. The second course, *ARTHIST 135: Art and Architecture in Medieval and Renaissance Venice* AL, CCI, CZ, IAA will be taught by Professor Paola Modesti, faculty member of Venice International University. This course investigates important examples of architecture and painting—from the church of San Marco—to the work of Andrea Palladio and Jacopo Tintoretto. Students live in the dormitories of Venice International University on San Servolo Island. For further information, contact Professor Gregson Davis, Department of Classical Studies, 234A Allen Building, Box 90103, Durham, NC 27708 (Tel. 919/684-3244; e-mail: gdav@duke.edu).

Russian Republic: St. Petersburg (May 7-June 28). Russian language and culture courses in St. Petersburg are offered in this seven-week, two-course program. Different levels of language study are available. Classes are taught at the University of St. Petersburg by faculty members of the University. A minimum of two semesters of college level Russian is suggested; however, beginning students may also be accepted, depending upon the number of participants. Students are housed either in an apartment hotel or with families. For further information, contact the program director Professor Edna Andrews, Department of Slavic Languages and Literatures, 314 Languages Building, Box 90259, Durham, NC 27708-0259 (Tel.: 919/660-3140, e-mail: eda@duke.edu).

South Africa: Gauteng Province (May 17-June 28). The Department of Biological Anthropology and Anatomy offers a two-course, six-week, field-study program in

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

Spain: Barcelona (May 15-July 1). A two-course, six-week language program held at the prestigious Universitat Pompeu Fabra in Barcelona. Taught entirely in Spanish under the direction of Department of Romance Studies Professor Teresa Vilarós, the program will focus on the Catalan culture of this cosmopolitan city. Students must at least be at the advanced language level, at least one course taken in Spanish at the 100-level. One course, *SPANISH 142S: Literatura en Cataluña* AL, CCI, FL, IAA will be taught by Prof. Vilarós; the second course, *SPANISH 133: Sociedad y Territorio* CCI, CZ, FL will be taught by UPF faculty. Excursions around Catalonia will focus on its multicultural heritage, art and architecture. Students will be housed in an apartment hotel. For further information, contact Professor Teresa Vilarós, Department of Romance Studies, 217A Languages Building, Box 90257, Durham, NC 27708 (Tel. 919/660-3108, e-mail: teresa.vilaros@duke.edu).

Spain: Málaga and Madrid (May 22-July 3). This two-course, six-week program in Málaga (one week) and Madrid (five weeks) offers advanced Spanish students further language training as well as the opportunity to study Spanish culture, history and politics. Participants take the following courses: *SPANISH 137: Art and Civilization* CZ, FL, and *SPANISH 141: Literature and the Performing Arts* CZ, FL, CCI, IAA, both taught in Spanish. The program is notably rich in its field trips, and includes visits to Córdoba, Granada, Segovia, Toledo, and Barcelona (optional). Four semesters of college-level Spanish or the equivalent are required. Students live with Spanish families. For further information, contact program director Professor Miguel Garci-Gomez, Department of Romance Studies, 205 Languages Building, Box 90257, Durham, NC 27708-0257 (Tel.: 919/660-3111, e-mail: garci@duke.edu).

Switzerland: Geneva (June 26-August 7). First offered in 2003, this popular program in Geneva focuses on globalization issues in business and international management. Program co-director Professor Alexander Rosenberg of the Duke Department of Philosophy will teach *PHIL 137: Political Philosophy of Globalization* CCI, CZ, EI, IAA, SS. Crosslisted as *POLSCI 152* and *PUBPOL 102*, this course examines the claims made for and against the expansion of free exchange on economic, political, and cultural institutions and conditions, from the perspectives of competing ethical theories and political philosophies. The second course is *MMS 100: International Management* SS, taught by visiting lecturer and program co-director Professor Martha Reeves. This course fulfills the MMS certificate requirements. Student housing is in dorms of the Cite Universitaire de Geneve, where classes will be held. For further information, contact Professor Alexander Rosenberg, Department of Philosophy, 203 West Duke Building, Box 90743, Durham, NC 27708-0743 (Tel.: 919/660-3047, e-mail: Alexrose@duke.edu) or Professor Martha Reeves, (Tel.: 919/967-2245, e-mail: mreeves@duke.edu).

Course Descriptions and Synopses

Every course has an official description of one or two sentences that has been approved by an academic department and a faculty committee. Current course descriptions may be found in the Bulletin of Undergraduate Instruction, 2003-2004 (available on the web at <http://registrar.duke.edu/bulletins/Undergraduate/>). Course descriptions are also available on ACES web. See <http://www.siss.duke.edu/Schedule/>. Select an academic term, then a subject area. The course description will appear after clicking on a specific course number.

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

Curriculum Codes

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

Areas of Knowledge:

- Arts and Literatures (AL)
- Civilizations (CZ)
- Social Sciences (SS)
- Natural Sciences (NS) and Mathematics (M)

Modes of Inquiry:

- Quantitative, Inductive, and Deductive Reasoning (QID)
- Interpretative and Aesthetic Approaches (IAA)
- Focused Inquiries:
 - Cross-Cultural Inquiry (CCI)
 - Science, Technology, and Society (STS)
 - Ethical Inquiry (EI)

Competencies:

- Foreign Language (FL)
- Writing (W)
- Research (R)

Additional Course Schedule Information

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

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

Buildings

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

East Campus

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

West Campus

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

Medical Center

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



Schedule of Classes

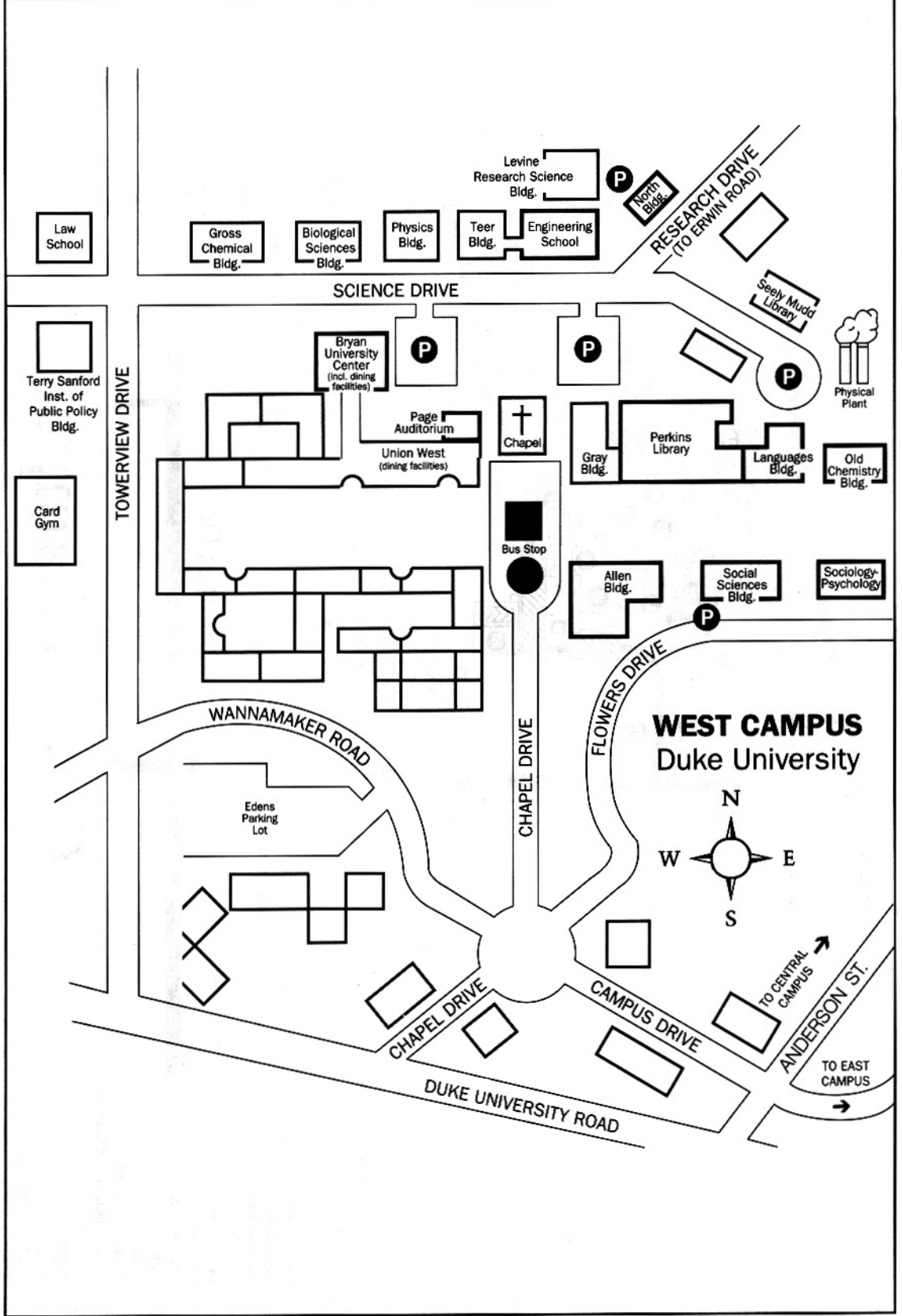
Class Meetings. Daytime Summer Session classes generally meet Monday through Friday each week. Evening classes (beginning at 5:00 p.m.) meet on Monday, Tuesday, and Thursday. The beginnings and endings of all courses coincide with the regular term unless special dates are given in our schedule. Classes meet either for twenty-eight (day-time) or seventeen (evening) days, for a total of 35 hours or more. There is a one-day reading period before final exams in both Term I and Term II.

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

Final Examination Schedule

June 23	Wednesday	Term I Final Examinations begin.		
		Period: 4 3 1, 7, 8	Examination time: 9:00 a.m. - 12:00 noon 2:00 p.m. - 5:00 p.m. 7:00 p.m. - 10:00 p.m.	
June 24	Thursday	Term I Final Examinations continue.	Period: 2 5 6, 9	Examination time: 9:00 a.m. - 12:00 noon 2:00 p.m. - 5:00 p.m. 7:00 p.m. - 10:00 p.m.
August 6	Friday	Term II Final Examinations begin.	Period: 4 3 1, 7, 8	Examination time: 9:00 a.m. - 12:00 noon 2:00 p.m. - 5:00 p.m. 7:00 p.m. - 10:00 p.m.
August 7	Saturday	Term II Final Examinations continue.	Period: 2 5 6, 9	Examination time: 9:00 a.m. - 12:00 noon 2:00 p.m. - 5:00 p.m. 7:00 p.m. - 10:00 p.m.

Examinations may not be given within the last three days in courses where a final examination is not scheduled. Take Home examinations are due at the exam time designated for the period at which the class regularly meets. Any deviation from this examination schedule must be approved by the director of the Summer Session.



Law School

Gross Chemical Bldg.

Biological Sciences Bldg.

Physics Bldg.

Teer Bldg.

Engineering School

Levine Research Science Bldg.

North Bldg.

RESEARCH DRIVE (TO ERWIN ROAD)

Seelye Mudd Library



Physical Plant

SCIENCE DRIVE

Bryan University Center (incl. dining facilities)

P

Page Auditorium

Union West (dining facilities)



Chapel

Gray Bldg.

Perkins Library

Languages Bldg.

Old Chemistry Bldg.

P

Allen Bldg.

Social Sciences Bldg.

Sociology-Psychology

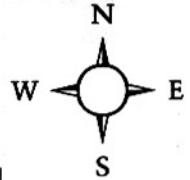
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Bus Stop

CHAPEL DRIVE

FLOWERS DRIVE

WEST CAMPUS
Duke University



WANNAMAHER ROAD

Edens Parking Lot

CHAPEL DRIVE

CAMPUS DRIVE

TO CENTRAL CAMPUS

TO EAST CAMPUS

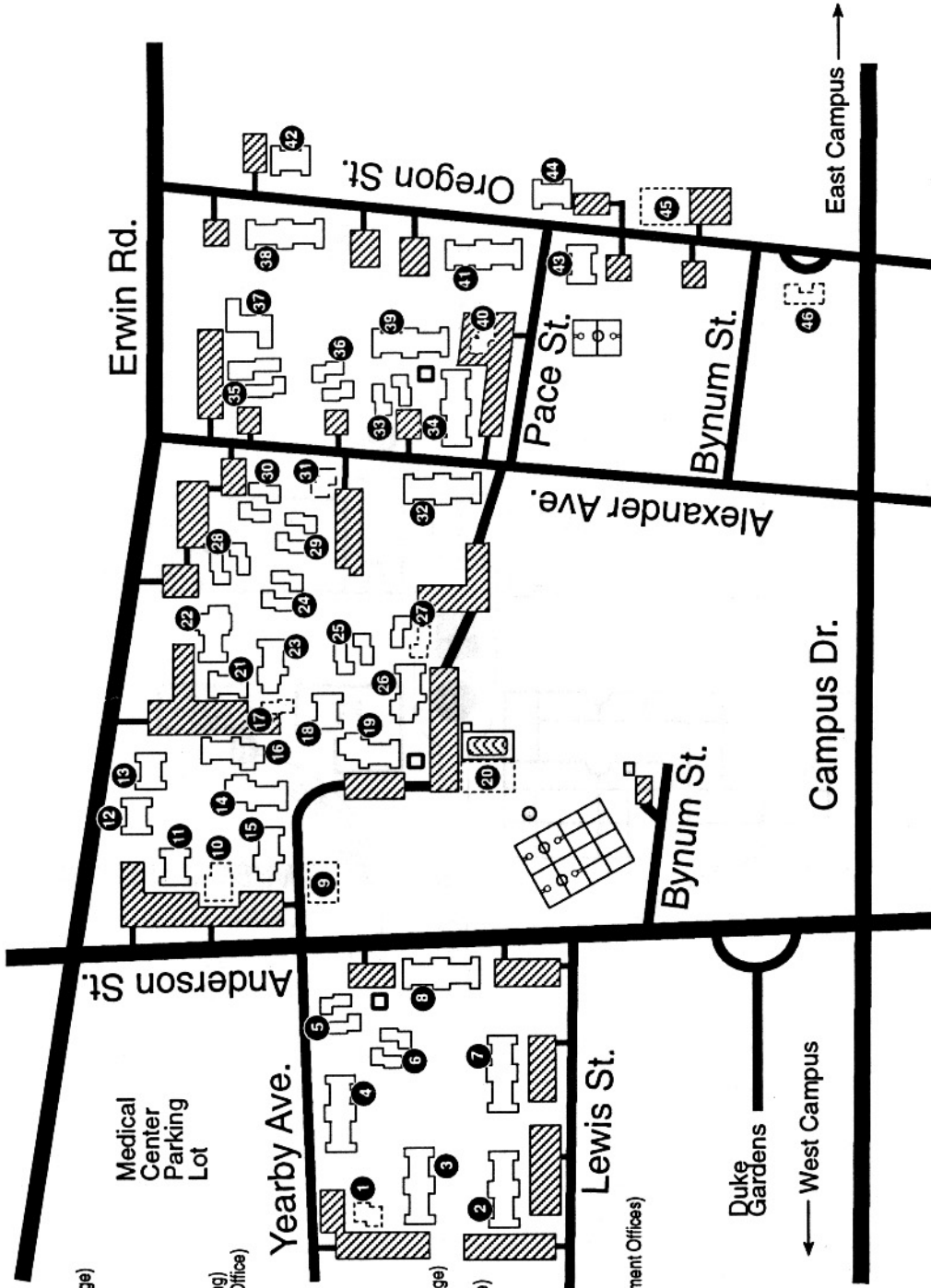
ANDERSON ST.

DUKE UNIVERSITY ROAD

TOWERVIEW DRIVE

Terry Sanford Inst. of Public Policy Bldg.

Card Gym



Central Campus

1. 2017 Yearby Ave. (Laundry)
2. 1914 Lewis St.
3. 2015 Yearby Ave. (Apartments & Storage)
4. 2011 Yearby Ave.
5. 302 Anderson St.
6. 304 Anderson St.
7. 314 Anderson St.
8. 312 Anderson St.
9. 1923 Yearby Ave. (Maintenance Building)
10. 217 Anderson St. (Laundry & Service Office)
11. 215 Anderson St.
12. 209 Anderson St.
13. 1913 Erwin Rd.
14. 1915 Erwin Rd.
15. 221 Anderson St.
16. 1911 Erwin Rd.
17. 1909 Erwin Rd. (Laundry)
18. 1909 Yearby Ave.
19. 1915 Yearby Ave. (Apartments & Storage)
20. Uncle Harry's
21. 1907 Erwin Rd. (Apartments & Storage)
22. 1901 Erwin Rd.
23. 1905 Erwin Rd.
24. 206 Alexander Ave.
25. 210 Alexander Ave.
26. 1911 Yearby Ave.
27. 218 Alexander Ave. (Apartments, Computer Cluster, & Housing Management Offices)
28. 1809 Erwin Rd.
29. 204 Alexander Ave.
30. 202 Alexander Ave.
31. 208 Alexander Ave. (Laundry)
32. 220 Alexander Ave.
33. 215 Alexander Ave.
34. 1712 Pace St.
35. 205 Alexander Ave.
36. 209 Alexander Ave.
37. 201 Alexander Ave.
38. 206 Oregon St.
39. 1708 Pace St.
40. 1706 Pace St. (Laundry)
41. 1700 Pace St. (Apartments & Storage)
42. 205 Oregon St.
43. 302 Oregon St.
44. 301 Oregon St.
45. 309 Oregon St. (Restaurant)
46. 502 Oregon St. (Public Safety)

MARKHAM AVENUE

EAST CAMPUS Duke University

Summer
Session
Office

Bishop's
House/
Summer
Session

Pre-Major
Advising
Center

East Campus
Union
(dining facilities)

The Ark
(dance)

East Campus
Store

Duke
University
Museum
of Art

Epworth
House

Bus Stop

Washington
Duke
Statue

West Duke
Building

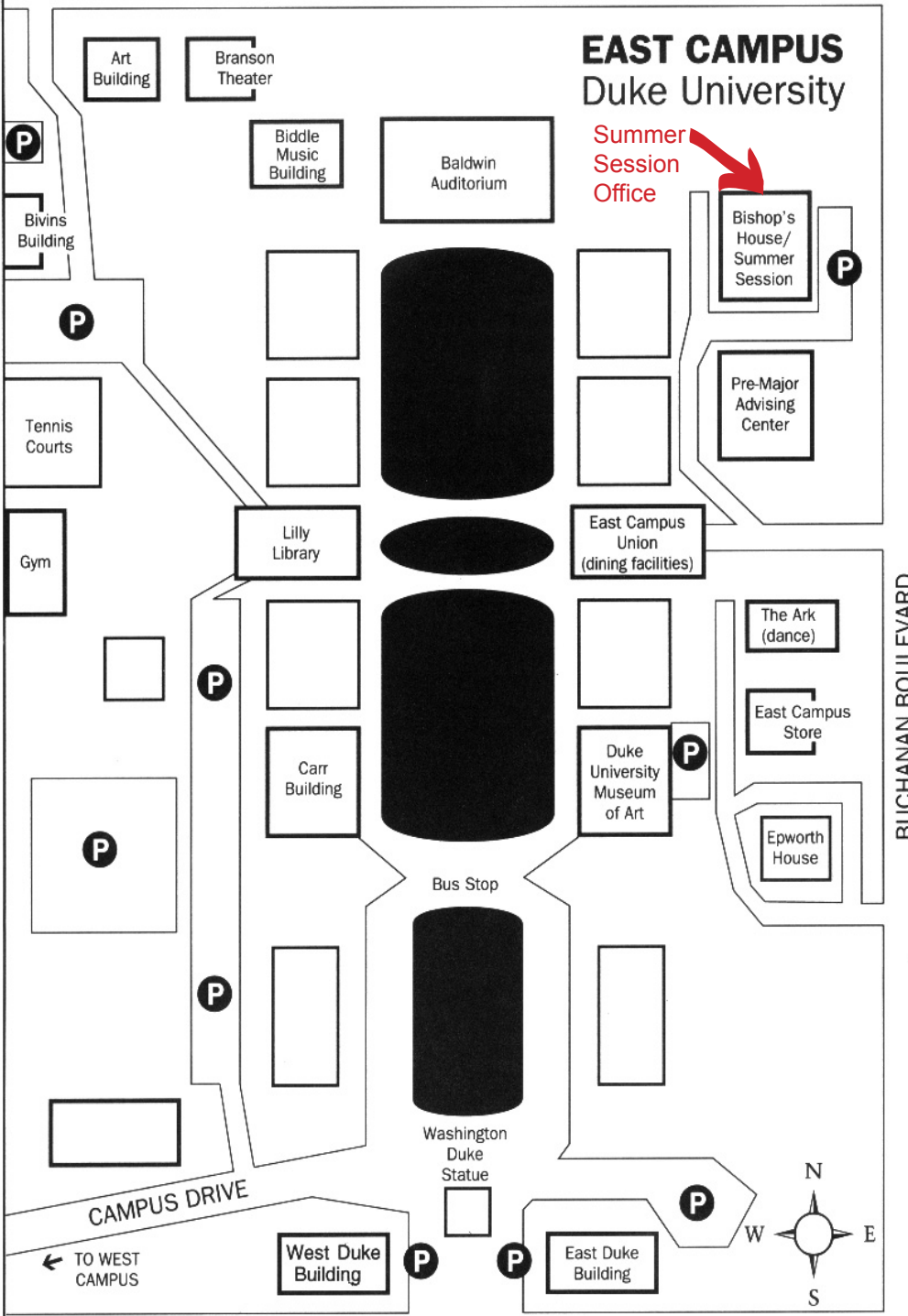
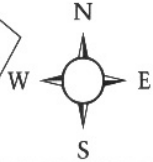
East Duke
Building

CAMPUS DRIVE

← TO WEST
CAMPUS

MAIN STREET

BUCHANAN BOULEVARD



APPLICATION/REGISTRATION FORM

To be completed by: Visiting Students, Graduating Duke Seniors, and Incoming Duke First Year Students

Return completed registration form to: Duke Summer Session Office
Box 90059
Durham, NC 27708-0059
or FAX: 919/681-8235

Visiting Student: Pre-baccalaureate or Post-baccalaureate
Have you previously attended Duke? No Yes, date(s) _____
Have you received a degree from Duke University No Yes
If yes, date and type of degree _____

Duke Student:
 Graduating Duke Senior Incoming Duke First Year Student
 Ms. Mr. Dr. _____
first middle initial last name

Social Security Number: _____ -- -- _____ Citizenship _____

Date of Birth: _____ Sex _____

Current Mailing Address:

streetcity state zip code
Telephone: () Fax: ()
Email address: _____

Permanent Address:

street city state zip code
Telephone: ()

Next of Kin: _____
name relation

Address: _____
street city state zip code
Telephone: () Fax: ()

Email address: _____

Please register me for the following course(s).

	Course Number	Course Name	For Credit	For Audit
Term I				

	Course Number	Course Name	For Credit	For Audit
Term II				

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

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

Expected date of graduation? _____

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

If yes, explain: _____

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

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

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

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

(Please attach a copy of your admissions offer.)

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

 signature date

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