
bulletin of
Duke University
Summer Session
2001



The Mission of Duke University

The founding Indenture of Duke University directed the members of the university 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 foster health and well-being through medical research and patient care; and to promote a sincere spirit of tolerance, 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.

EDITOR

Paula E. Gilbert, Ph.D.

COORDINATING EDITOR

Judith Smith

PUBLICATIONS COORDINATOR

Rob Hirtz

STAFF SPECIALIST: COURSE CATALOG MASTER

Margaret R. Sims

PHOTOGRAPHS

Georgann Eubanks, Les Todd, Jimmy Wallace

The information in this bulletin applies to the Summer Session year 2001 and is accurate and current, to the extent possible, as of January 2001. 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 17 — June 28

Term II

July 2 — August 11

Contents

Calendar	3
Registration	5
Course Enrollment	7
Tuition and Fees	8
Payment of Tuition and Fees	9
Adding and Drop/Add	10
Withdrawal Charges and Refunds	10
Financial Aid	11
Honor Code	12
Facilities and Co-Curricular Activities	13
Student Housing, Transportation, Food, Residential Programs	15
Academic, Advisory, and Counseling Services	17
Special Programs	17
Special/Selected Topics Courses	20
Evening Courses	29
Interdisciplinary Viewpoints/Special Interests	30
Study Abroad	31
Course Descriptions and Synopses	36
Curriculum Codes	36
Additional Course Schedule Information	37
Buildings	38
Schedule of Classes	39
Final Examination Schedule	39
Registration Form	40
Map of West Campus	43
Map of Central Campus	44
Map of East Campus	45

Office of Continuing Education and Summer Session

Box 90059, or The Bishop's House, Rm. 205

Duke University

Durham, North Carolina 27708-0059

Tel. (919) 684-2621 FAX: (919) 681-8235

E-mail address: summer@duke.edu

Web Site: www.learnmore.duke.edu/SummerSession/

Welcome to Summer Session 2001!

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 usually starts the same week as the annual Festival on the Eno River. The American Dance Festival also keeps campus life colorful, while a full slate of concerts fills summer nights at Walnut Creek 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 - www.learn-more.duke.edu/SummerSession.



Calendar

March

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

May

17 Thursday Term I classes begin.

21 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.

28 Monday Memorial Day; classes in session.

June

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

25 Monday Term I classes end.

26 Tuesday Reading Period, Term I.

27 Wednesday Term I final examinations begin.* (See p. 39 for examination schedule.)

28 Thursday Term I final examinations end.

July

2 Monday Term II classes begin.

4 Wednesday Independence Day; classes in session.

4 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.

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

August

8 Wednesday Term II classes end.

9 Thursday Reading Period, Term II.

10 Friday Term II final examinations begin.* (See p. 39 for examination schedule.)

11 Saturday Term II final examinations end.

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



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 31) 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 2001 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. The PIN for Summer Session is the same as the PIN for fall semester 2001.

Summer registration begins March 28 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 must be mailed or faxed to the Summer Session Office. Registration changes must be processed through the Summer Session Office.

Visiting Students. Visiting students may be admitted as nondegree (unclassified) students by the director of the Summer Session for summer study if they meet one of the following conditions: (1) hold a degree from a college or university*, (2) are presently in good standing at a college or university, (3) have left a college or university in good standing in the past, or (4) have been accepted for the fall at a college or university. No admissions testing is required nor is there an application fee. The completed registration form should be mailed or faxed to the Office of the Summer Session, Box 90059, Duke University, Durham, NC 27708-0059; FAX: (919) 681-8235. Upon receipt of the registration form we will mail you a confirmation letter and fee statement, or an explanation of rejection. When registering late or close to payment deadlines, it is advisable to send tuition and fees to the Office of the Bursar immediately (Box 90035, Duke University,

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

Durham, NC 27708-0035). Registration forms received early will not be processed until summer registration begins on March 28.

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

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

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 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 com-



pensation (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. (Semester hour equivalents are indicated in ACES on the web.) 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: \$1,740 for each 3 semester hour (s.h.) course, \$2,320 for each 4 s.h. course, \$1,160 for each half-course program (2 s.h.), \$580 for each quarter-course program (1 s.h.), and \$3,480 for each one and one-half course program (6 s.h.) 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 enrolled in a regularly offered Arts and Sciences' course or an independent study: \$580 per unit (s.h.).
3. Ungraded graduate research: \$760 per unit.
4. Graduate continuation fee: \$1300 for the summer. (Typically, if a graduate student continuing in a degree program registers in the summer session, it is for continuation only.)*
5. Duke alumni: \$840 for each 3 semester hour (s.h.) Arts and Sciences' on-campus course (Engineering courses not included).
6. Applied Music Fees: \$162 for 1/2 hr. private lessons; \$324 for 1 hr. private lessons. (Music fees are in addition to regular tuition charges.)

Health Fee. **Duke students** registered for on-campus courses are required to pay a \$77 student health fee per enrolled summer term. **Duke graduate students** registered for Graduate Continuation only are required to pay a \$154 student health fee for the entire summer. **Visiting students** registered for on-campus courses are required to pay a \$77 student health fee for each summer term in which they are registered for two or more courses. **Marine Laboratory students** are required to pay a \$65 student health fee per term. (*The Health Fee charge is subject to change.*)

Transcript Fee. A one-time transcript fee of \$15 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 \$25. Payment of this fee, handled in the DukeCard Office, permits access for the entire summer.

Auditing Fees.

1. **Charged Audit.** Students carrying less than a full course program may be granted permission by the instructor and the director of the Summer Session to audit one nonlaboratory course except physical education activity courses, studio art classes, applied music courses, foreign program courses, independent study courses, and tutorials. Students must submit to the Summer

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

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 2001 auditing cost is \$150 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. Beginning in early May, the Office of the Bursar will mail bills approximately every two weeks to students enrolled for Summer Session. The bill due date will be two weeks from the date of the bill. Students will also be able to view their bills on the web. Problems meeting these deadlines should be discussed with the Office of the Bursar 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, May 3, 2001. Payment for Term II charges will be due on or before Monday, June 18, 2001. *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 10 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.

A fun but academically productive summer all at the same time...."

(Student, Summer '00)

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

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 drop/add period 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, 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 13 for Term I; and July 27 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 if the student withdraws after 11:59 p.m. on the final day of the drop/add period. 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. Financial aid is available to Duke undergraduate students for summer study on the Durham campus and for summer study abroad programs sponsored by the Office of Study Abroad. 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 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. Inquiries concerning need-based financial aid availability and application procedures for the Durham campus 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.*

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

Application for summer study abroad aid is accomplished by signing up in person in the Office of Study Abroad, 121 Allen Building. A full description of who is eligible for summer study abroad aid can be found in the foreign program flyers. The deadline for signing up is 5:00 p.m., Friday, February 16, 2001. **THIS DEADLINE IS ABSOLUTE; THERE WILL BE NO EXCEPTIONS.** (Students need not have been accepted into the program in order to sign up for aid, but must have applied to the program.)

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, Cameron Indoor Stadium, for information about scholarships for summer study.

Employees and Faculty and their Spouses/Spousal Equivalents and Children may qualify for educational assistance in the amount of 50 percent, 80 percent, 90 percent, or 100 percent through Duke University's employee benefit plan. The "Duke Educational Assistance Certification Form" must be completed, verified by the Benefits Office, and submitted to the Bursar's Office by the first day of the term for which you are registered. Contact Benefits Administration (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 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.

Duke University Honor Code

An essential feature of Duke University is its commitment to integrity and ethical conduct. Duke's honor system helps to build trust among students and faculty and to maintain an academic community in which a code of values is shared. Instilling a sense of honor, and of high principles that extend to all facets of life, is an inherent aspect of a liberal education.

As a student and citizen of the Duke University community:

- I will not lie, cheat, or steal in my academic endeavors.
- I will forthrightly oppose each and every instance of academic dishonesty.
- I will communicate directly with any person or persons I believe to have been dishonest. Such communication may be oral or written. Written communication may be signed or anonymous.
- I will give prompt written notification to the appropriate faculty member and to the dean of Trinity College or the dean of the School of Engineering when I observe academic dishonesty in any course.
- I will let my conscience guide my decision about whether my written report will name the person or persons I believe to have committed a violation of this code.

I join the student body of Duke University in a commitment to this Code of Honor.

A complete copy of the code is available at the Summer Session office if you need further information.

"The highly competitive nature of the academic year is not present, and normally difficult classes become less intimidating."

(Summer '00)

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 218 Alexander Avenue, Apt. C, 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/clusters/>.

Summer Festival of the Arts. To enrich your Summer Session experience, the Office of University Life (684-4741) 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, jazz in the Sarah P. Duke Gardens, 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. Engage in intramural softball, 3-on-3 basketball, tennis, racquetball, or golf. Enter softball teams at Captains' Meeting, May 17 in Term I and July 2 in Term II, 6 p.m., Room 104, Card Gym. 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, lifstep, 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 which 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.



*"Summer Session is about one-on-one interaction. The student-teacher ratio is great."
(Student, Summer '00)*

Student Housing, Transportation, Food, Residential Programs

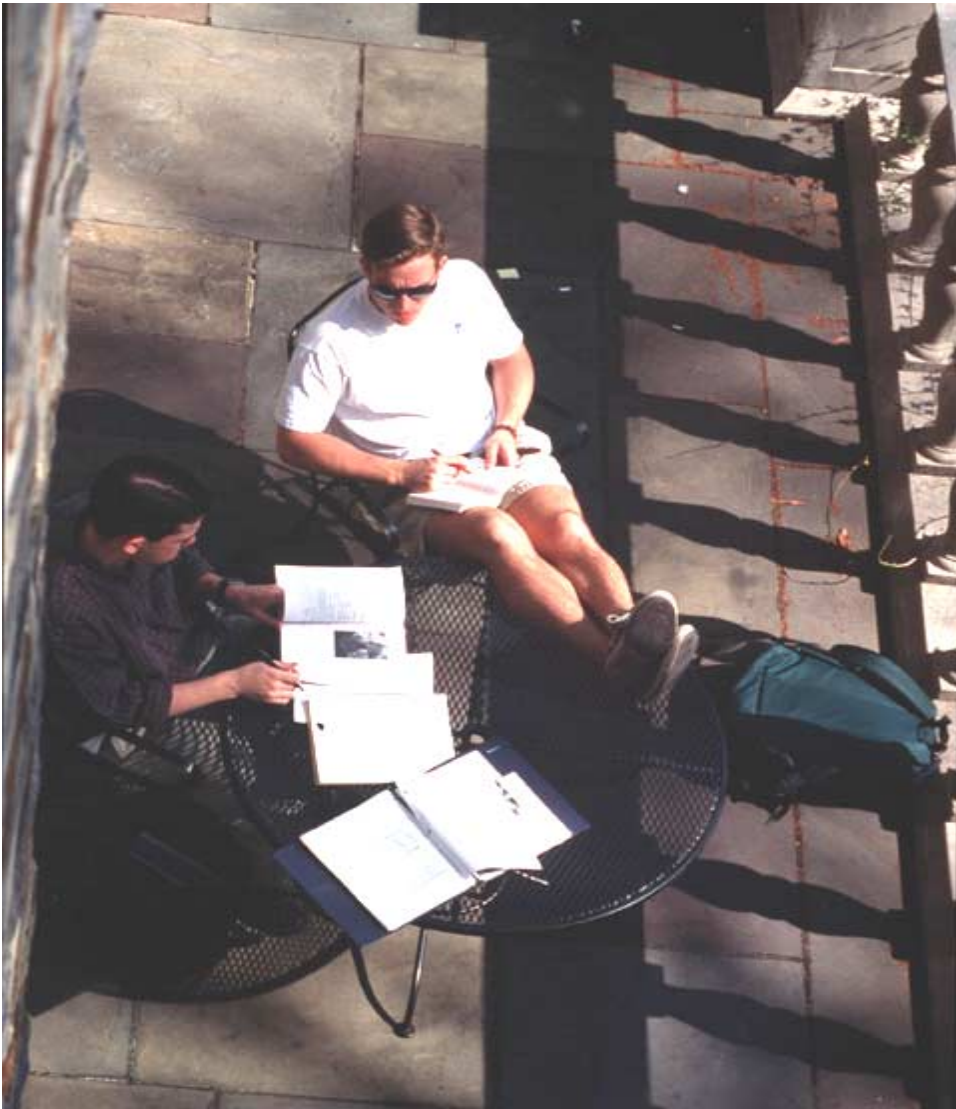
Living Accommodations. Students using university housing during the summer will live in Central Campus Apartments. These air-conditioned accommodations are fully furnished except for cookware, eating utensils, and linens. Amenities include an outdoor swimming pool, two lighted basketball courts, a volleyball court, and four lighted tennis courts. These facilities are bordered by a park with a covered picnic shelter. Single students will be housed, double-occupancy, in one-bedroom apartments or two-bedroom suites at a cost of \$12.46/night per person; two-bedroom apartments at a cost of \$15.50/night; or three-bedroom apartments at a cost of \$13.20/night. Married couples including at least one Duke summer student may live together in the apartments at the following costs: one-bedroom-\$24.83/night; two-bedrooms-\$30.92/night; or three-bedrooms-\$39.47/night. A lounge is available for residential programs. Complete laundry facilities are provided. For further information and a housing application, contact: The Department of Housing Management, Box 90451, (218 Alexander Ave., Apartment. B), Duke University, Durham, NC 27708-0451. Tel. (919) 684-4304. Information and applications are also available on-line at <http://www.housing.duke.edu/summer>.

Transportation. University bus service operates seven days a week between the hours of 7:20 a.m. and 11:15 p.m. Consult the schedule at the Housing Office or on the web at <http://parking.duke.edu>. For ease of access, and in response to student input, classes will be held again on West Campus this summer. Students with cars must obtain a parking permit from the Parking Office, 2010 Campus Drive (684-7275), entitling them to park at Central Campus Apartments or in any ungated student lot on West Campus. There is no extra charge for the parking decal for students staying at Central Campus Apartments. Many students enjoy the short walk from Central Campus Apartments through the gardens to West Campus, or ride their bicycles. Bicycles may be rented from area bike shops. SAFE Rides, Duke's dusk-to-dawn escort service, is also available 5 p.m.-7 a.m. Call 684-SAFE (7233) for a van ride across campus or to some off-campus locations (service area maps available at Transportation Office, 684-2218).

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 (\$175 per term), medium (\$400 per term) and large (\$660 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).

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 gives you the opportunity to pursue academic interests while having time to really explore yourself."

(Student, Summer '00)

Academic, Advisory, and Counseling Services

Students have access to a variety of support services while on the Duke campus in the summer. Academic assistance is available free of charge from the *Academic Resource Center* (684-5917) on the East Campus in individual sessions, or in workshops held at Central Campus apartments. Lists of available tutors are provided in each summer term. Students with disabilities who anticipate needing accommodations should contact Dr. Emma Swain, Director, Office of Services for Students with Disabilities (919/684-5917) and consult the office's web site: <http://aasweb-sv.aas.duke.edu/skills/services.htm>.

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 data base. 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

Academic English Preparation Program for Internationals. This two-week program in August is designed particularly for international students who will begin their studies in the U.S. in the fall and who desire to strengthen their English language skills as they pertain to academic life. Participants attend two classes each day: one focused on reading/writing skills and the other focused on speaking/listening skills. Students will also learn how to use campus technology and various academic resources. In addition, the program seeks to familiarize students with the campus "culture" and help them become more comfortable prior to the start of their formal studies. This is a non-credit program for which no grades are given. Call (919) 684-3379 for more information; website: <http://www.learnmore.duke.edu>.

Languages for Reading Purposes. These eight-week, noncredit courses are intended for graduate students and other researchers who need to consult texts in French, German, Spanish, or classical/medieval Latin, and/or who need to satisfy reading knowledge requirements for graduate and professional programs. Students will gain

reading skills through guided in-class work, supplemented by intensive independent study of necessary grammar and the opportunity to apply these skills to an individualized project. Limited enrollment. May 17-July 12, 2001, Mondays, Wednesdays, and Thursdays, 4:30-6 p.m. \$600 plus materials per course. For more information call (919) 684-2621.

Summer Academy. This year, the Office of Continuing Education and Summer Session, in conjunction with Alumni Lifelong Learning, will sponsor a series of seminars for adults called the Summer Academy. The first in the series, the 22nd annual Duke Writers Workshop, will be held at the Trinity Conference Center on the North Carolina coast and will focus on short fiction, the novel, nonfiction, and poetry. Accommodations and meals are included in tuition. On campus, we'll hold three seminars—"Basketball Preview Weekend," "Creativity, Leadership and You," and a workshop on effectiveness for board members of nonprofit organizations. To receive a brochure contact Georgann Eubanks via e-mail at learn@duke.edu.

Youth Programs. Duke Youth Programs attracts middle school and high school students from across the U.S. to its exciting summer camps. Offerings include the Duke Young Writers' Camp, Duke Creative Writers' Workshop, Duke Action Science Camp for Young Women, Duke Drama Workshop, Constructing Your College Experience, Expressions: Duke Fine Arts Day Camp, and Duke Computer Explorations. For more information, contact: Duke Continuing Education, Box 90700, Duke University, Durham, NC 27708-0700; telephone: (919) 684-6259; fax: (919) 681-8235; e-mail: learn@duke.edu; or visit our web site: <http://www.learnmore.duke.edu/Youth>.

The Duke Divinity School. Each summer The Divinity School offers several 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 (phone: 919/660-3436 or e-mail: divinity-info@duke.edu).

The Fuqua Summer Institute in Business, Communication, and Culture. A four-week, intensive English business program (July 9 through August 3, 2001), this noncredit program concentrates on business instructional methodologies, American business, communications, and culture. The Institute is intended for international students preparing for the M.B.A. or other professional programs in the U.S. Call (919) 660-7868 or 660-7865 for a brochure.

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 7-July 21) 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: 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 French, German, Greek (classical), Italian, Latin, and Spanish language courses in the schedule. See also Languages for Reading Purposes above.

Duke University Nicholas School of the Environment, Marine Laboratory. Located in Beaufort, North Carolina, the Marine Lab offers courses that fulfill requirements for a variety of majors. Students may take one of six intensive classic marine biology courses during Term I and/or take the Conservation Biology & Policy course and one of seven complementary electives during Term II. Undergraduates, postbaccalaureates, graduates, and postgraduates are eligible. Full summer tuition scholarships are available. For information see <http://www.env.duke.edu/marinelab/marine.html> 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: hnearing@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 adjustments they will be making when they enter college. For further information contact: The Pre-College Program, 1121 West Main Street, Suite 100, (919) 683-1725.

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.



"Fast paced, fun, and stimulating."

(Student, Summer '00)

Special/Selected Topics Courses

Term I

AAAS 199 Gimme Shelter: Hunting for 'Home' in the Americas. Taking as its starting point "the house that race built," this course will explore twentieth-century African-American, Afro-Canadian, Afro-Cuban, and black Puerto Rican works that attempt to expand and redesign dominant conceptions of "home," from the national home to the heterosexual family home. Examining fiction, poetry, essays, films, legal discourse, and performance, we will: (1) tease out the complementary and contradictory roles that race, class, gender/sexuality, and nation have played and continue to play in attempts to carve out spaces of safety and belonging; (2) analyze the forms of exclusion, exile, and policing that result from various efforts to safeguard home boundaries; (3) gather and invent tools for designing a more expansive and hospitable public sphere; and (4) explore political and cultural connections that trespass national borders and suggest a more complex floor plan for the "African-American" home. We'll cover a range of topics, from Reconstruction to current legal and private initiatives aimed at pregnant women who use drugs. Course materials will include works by Charles Chestnutt, Toni Morrison, Clara Rodriguez, James Baldwin, Audre Lorde, Sapphire, Achy Obejas, and Pearle Cleage, as well as films such as *Family Name*, *Menace II Society*, and *The Watermelon Woman*. *Sweeney*.

CULANTH 144 The Anthropology of Race. This course will trace anthropology's contributions to the ideological and popular understandings of race in the United States and Australia. Beginning with a critical examination of the Darwinian legacy of social evolution and thoughtfully working into contemporary anthropological studies of race, students will spend the term exploring how anthropology's theories of race intersect with public policy, the popular imagination, and individuals' experiences. We will think critically concerning how theories of race develop and get used in different cultural contexts and national settings. *Lambert*.

CULANTH 180S Anthropology and Public Policy. Cultural assumptions about nature, gender, families, the economy, and the relation of individuals to society help determine the debates in public policy and influence government policies. This course will focus on how these assumptions form cultural models that shape policies on such issues as the environment, economic and urban development, immigration, education, nutrition, abortion, and human rights. We will examine how anthropology helps to inform debates on public policy and provide commentary and analysis of policy issues. *Collier*.

ENGLISH 131 James Joyce and the Ireland of his Time. This course will serve as an introduction to the joys and complexities of James Joyce's works. We will begin with a brief examination of the intellectual and cultural context of the Irish Literary Revival and Joyce's connection to the various polemics surrounding the question of a national literature as debated by figures such as W.B. Yeats, Douglas Hyde, and Lady Gregory. We will then read Joyce's early works, *Dubliners* and *A Portrait of the Artist as a Young Man*, as a necessary prolegomenon to *Ulysses*. We will devote the final part of the term to an intensive reading of *Ulysses*. *Ulysses* will serve as the touchstone from which we will consider some of the larger issues that have faced literary criticism in recent decades: the dramatic change in form of the novel; the representation of gender and the

representation of the body; questions concerning the stability of language; and the relationship between literature and colonization/decolonization. Above all else, though, we will devote ourselves to the unique pleasures provided by Joyce's writing. *Dobbins.*

ENGLISH 155 Contemporary American Authors: Romancing the Sublime. We've always known that the intensity of summer courses—meeting five days a week, in small groups, with barely a breather in-between—is especially useful for studying foreign languages. So, the language I've chosen to study with you this summer is that peculiar vehicle of sublimity, lyric poetry, in particular the monstrous tradition of self-reflexivity that descends from those two mad-geniuses of American Romanticism, Whitman and Dickinson, and continues to our day with such contemporary songsters as Bruce Springsteen and Nina Simone. Be forewarned: I take my pull from reading novels, watching movies, and listening to pop music; and my long-standing obsession is with the intersection between fierce self-making, violative love, and redemptive sacrifice. So don't be surprised if that nexus reasserts itself, even in the midst of "the skeletal frames of burned-out Chrevolets." I am not sure how much prose or music we will encounter, but there will surely be other poets proper: Frost, Eliot, Hughes, Williams, Stevens, Plath, Duncan, or Olds. *Ferraro.*

ENGLISH 169S The Nineteenth and Twentieth-Century Chicano Novel. This class will broaden your understanding of the rich and complex tradition of American letters and provide you with the necessary background and critical tools for studying the extensive canon of literature in English by and about the Mexican, Mexican-American, and Chicano experience in the United States. You will examine cultural diversity in the U.S. and its relationship to literary forms of expression. As you gain an understanding of the complex interplay between religious, economic, political, and aesthetic elements in Chicano literature and culture, you will develop and deepen your approach to the study of cultural diversity in the U.S. *Perez.*

FILMVID 101S Advanced Production Project. This is a course designed to give students an overview of the film production process. Students will script, produce, and shoot a short, sync sound, 16mm film based upon a work of fiction of the instructor's choice. Everyone will have an opportunity to experience several crew positions through the course of the project. *Gibson.*

HISTORY 106S The Russian Revolutionary Cinema. This course represents an investigation into the pioneering documentary and narrative film techniques used by the first generation of Soviet directors during the 1920s when the cinema was transformed into a revolutionary medium. The course includes screenings of some of the classic films by Sergei Eisenstein, including *Strike* and *Battleship Potemkin*, as well as the work of other innovative directors. The films range from the somber struggles of ordinary people to slapstick comedies and Stalinist musicals. Also, we will see the recently remastered edition of *The Man with the Movie Camera*, perhaps the most experimental political film ever made. Comparisons with parallel developments in Hollywood will be explored. *Miller.*

LIT 99 Great Books in the 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 'Independent' Film and Video: The Aesthetics of Economics. This course will examine feature-length narrative American independent film from 1959 to

the present. We will analyze how economic forces and material factors such as distribution and exhibition play a part in the creation of cultural products. We will seek answers to questions such as: has the term 'Independent Film' been co-opted by major distributors for marketing purposes? How does practice influence or create the ideologies of film movements and the demarcation of these movements? What conventions of Hollywood/major motion picture studio film grammar are challenged in independent films? Which conventions are preserved? Is there any kind of cohesive aesthetic to independent film or is it rather a category that gathers a collection of divergent strays? Since Hollywood has (reluctantly?) borrowed from and capitalized on aesthetic experimentations first developed in independent film, can independent film be seen as an area of consumer testing for capital? We will concentrate on two major trends (and their interlacing) of the American feature-length narrative indie: the 'expressive' independent film and the exploitation/sexploitation/blaxploitation trend. Films and videos for possible viewing and discussing include *Faster Pussycat! Kill! Kill!*, *Coffy*, *sex lies & videotape*, *The Unbelievable Truth*, *Down by Law*, *Clerks*, *Highway Patrolman*, and *El Mariachi*. *Garci-Crespo*.

LIT 144S Revolutionary Bodies: Theories of Sexuality and Subversion. Recently, films like *Fight Club* and *Crash*, along with contemporary theorizations of sexuality and the body, have used the language of revolution to define themselves. In this course, we will investigate to what ends these cultural productions have made use of recent re-elaborations of communism, and, by doing so, we will consider how they differ from older notions of sexual liberation. Initially, we will look at several classic articulations of communism, including Marx's theory of proletariat revolution, and review important features in the evolution of sexual liberation movements. Then we will look at more recent and re-figured notions of communism to investigate whether "revolution" as a concept still represents for people the hopes they may have for better lives. Here, some recent films will be important for us, including *The Matrix*, *American Beauty*, and *Cecil B. Demented*. Alongside these films we will read works by Jean Genet, Dennis Cooper, and the visual artist and essayist David Wojnarowicz, who try to imagine new forms of sexual relations, and even new kinds of bodies. Finally, we will ask what kinds of community these new forms of sexual relationality may produce, and what role they might play in defining the future of politics. *Prinzo*.

LIT 161 Special Topics in Third World or Post-Colonial Literature and Cultures. This course will focus on anglophone literatures outside England. The authors read will include V.S. Naipaul, Sam Selvon, Wilson Harris, Jean Rhys (all anglophone Caribbean), J.M. Coetzee and Nadine Gordimer (both South African), Patrick White (Australia), Salman Rushdie (India), and Kazuo Ishiguro (Japan, but living in England). *Surin*.

LIT 162 U.S. Latino/a Literature: Narratives of Exile and Immigration. Latinos/as in the United States are often confronted with a sense of existing "in-between" cultures, attitudes, languages, borders, and homelands. In this course, we will examine novels, stories, essays, and films that focus on the contradictions inherent to various Latino/a identities. We will look at routes of exile, migration, and border-crossing between Latin America and the U.S., and the changing relations between immigrant communities and their multiple homelands. We will analyze the social, economic, and political factors that produce this migration, and examine the importance and implications of language, music, food, and family in Latino/a culture. Finally, we will consider the theme of the border and the production of hybridity and division in the lives of many Latinos/as in the U.S. *Martin*.

PSY 170K,S Seminar on Aging. This course is designed to introduce the student to current issues in mental health and well-being in older adults. Myths and stereotypes about old age will be studied and challenged in a segment designed to educate students about 'successful aging.' A variety of psychiatric and cognitive mental health disorders will be covered. All aspects of mental health care will be taught, including detection, diagnosis, evaluation, and treatment. The class will also include an experiential component (visiting nursing homes and senior centers in the area) so that students can interact with older adults in the community. *Vitt, Morse.*

PSY 170N,S Introduction to Neuropsychology. This course introduces students to the dynamic science of neuropsychology. The goals and objectives of the course are to broaden perspectives of students interested in clinical psychology and cognitive neurosciences by fostering an understanding and appreciation of brain-behavior relationships, enhance the understanding of how the human brain operates through study of functional neuroanatomy, highlight how different theoretical camps conceptualize and study the human brain (and how these differing viewpoints can actually complement one another), and facilitate an understanding of how applied neuropsychology is used in the assessment and diagnosis of persons having various brain disorders. Although this may be students' first exposure to neuropsychology, each student will bring to the class differing viewpoints on the contributions of biology and the environment in the development of human behavior and cognition. Thus, each student will be able to contribute to the richness of the learning experience. *Buffington.*

RELIGION 185S.01 Native American Religious Traditions. This course is a survey of religious traditions among several Native American peoples. Nations considered this term include: Lakota, Cherokee, Apache, Hopi, and Navajo (Dine). In addition to studying examples of each group's religious activities and beliefs, several themes will be addressed. Among these themes are the following: impact of colonization, impact of missionization, religious freedom, kinship, cultural narrative ("myth"), ecology, healing practices, gender roles, government relations, contact between cultures, stereotypes, and secularization. *Zogry.*

RELIGION 185S.02 American Utopias. If you have ever remembered the Pilgrims at Thanksgiving, sat in a Shaker chair, eaten with Oneida silverware, tasted Trappist preserves, used an Amana refrigerator, heard the Mormon Tabernacle Choir, read Clarence Jordan's *Cotton Patch Gospels*, or seen reports about the inferno at Waco, your life has been touched by one of countless American Utopias. Using secondary sources, first-hand accounts, films, and field trips, we will study numerous utopian communities, ranging from the Pilgrims of Plymouth Bay and the Moravians of Old Salem in colonial times, to more recent examples such as the interracial Koinonia Farms of Americus, Georgia, and the Branch Davidians of Waco, Texas. What impulse moves them to seek a communal life? How do they adapt and change? How does our knowledge of American utopias change our understanding of American religious history? *McCarthy.*

RELIGION 185S Medicine, Ethics, and Christian Belief. Over the past 30 years, the discipline known as "bioethics" has achieved significant status as a branch of moral philosophy. In this course, students will critically engage the discipline of bioethics from an explicitly Christian theological perspective. Students will learn to evaluate classical questions in bioethics in light of what the Christian tradition has said about the body and the appropriate limits of embodied human life. *Shuman.*



WOMENST 150S.01 Music and Gender in Twentieth-Century America. This course investigates how American understandings of masculinity and femininity in the twentieth-century intertwine with American music across a broad range of styles and genres. As an expressive and participatory art form, music carries societal norms in deeply affective and highly naturalized ways. Theoretical writings across disciplines–

feminist theory, linguistic anthropology, film and music studies—will help us frame music's engagement with gender issues in conjunction with historical texts and materials. We will begin with American popular songs from World War I, on the front and in the domestic sphere. Examining the history of blues will introduce us to the intersection of gender and race and to a proto-feminist voice in early blues women. Hollywood film music from the World War II era will offer a rich venue to investigate the reception and aesthetic production of gender norms and challenges against them. With the performance history of a thriving culture of women's jazz bands in the 1940s we will complicate a preconceived masculinization of mainstream jazz. Finally, we will bring our focus to recent popular music trends, including rap and pop music. *Gier*.

WOMENST 150S.02 Reconstructing Womanhood: Anatomy of Black Femininity.

This class studies representations of black femininity within the American imagination by investigating how black female identity has functioned as not only the pivot upon which constructions of white and black, heterosexual masculinity and white femininity have hinged, but also constructions of race, domesticity, and American citizenship. We will examine how narratives pass over and yet find themselves haunted by black female bodies—the maids, mammies, mothers, and wives of the American imagination—as well as attend to how black female writers have historically addressed questions of sexual and racial oppression, and gender, social, political, and economic inequalities. Focusing on the term 'anatomy' as a central motif in this course, we will expose the ways in which the black female body has been 'read' as a definable text with recognizable traits, a text scrutinized and rationalized by social and human sciences as both sexually and mentally inferior. We will trace how the iconicity of the black female—the ways in which the black female body saturated by multiple social and cultural fantasies as excessive as they are contradictory—has been buried and silenced by cultural representations. We will pay attention to how the logic of racial and sexual discourse has positioned the black female as "body" in a way that excludes her from citizenship practices and privileges and secures a racial hierarchization that sustains sexual difference within the U.S. *Waligora*.

Term II

CLST 180 Magicians, Healers, and Holy Men. Some of the most fascinating figures of the Greco-Roman world can be found well off the beaten path, in the sphere of popular religion rather than politics and warfare. This course will focus not on the likes of Augustus and Alexander the Great, but rather individuals such as Alexander "the False Prophet" and Aelius Aristides, a hypochondriac devotee of the healing god Asclepius. Through an examination of these and other extraordinary figures, numerous religious phenomena will be highlighted, including magic, astrology, healing cults, divine visitations, religious charlatanry, miracle-working, and mysticism. Reading assignments will include ancient literary sources, inscriptions, curse tablets and magical papyri, as well as some works of current scholarship. *Renberg*

CULANTH 115S The Anthropology of Gender: Sexualities. How do people make sense of their sexual identity and agency? How are the various forms of masculinity and femininity expressed, represented, and understood both culturally and personally? What are the limits and possibilities to understanding and formulating personal and collective body images? This course examines the changing meanings, regulations, and politics of sexuality. Course materials will come from historical, ethnographic, autobiographical, and literary sources to focus on the relationship between gender, sexuality,

and bodies, and how this relationship affects how we see ourselves and how others see us. *Collier*.

ENGLISH 139A Sinners, Saints, and Heretics: Religious Writings in Medieval England. This course will investigate the fascinating complexities of religious belief and practice in medieval England. While recent critics have argued that there was a remarkable degree of religious homogeneity in medieval English society, we shall explore the heterogeneity of religious culture and study the conflicts, contradictions, and divisions generated by a wide range of religious writings. Viewing religion as inextricably linked to questions of gender, power, and racial identity, we will ask, for example, how do Christian traditions understand the body and sexuality? What is the identity of the religious "other," specifically Jews and Muslims? How can a Christian culture justify the burning of heretics? Spanning a variety of genres, our readings will focus on dimensions of medieval Catholicism that may seem strange to a contemporary reader. We will investigate guides for female recluses, treatises on virginity, saints' lives, mystical writing, and religious drama. We will also study Langland's *Piers Plowman* and a selection of Wycliffite writings to consider how criticism of the church in the late fourteenth century ultimately came to be defined as heresy. *Crassons*.

ENGLISH 169S Reading the American Dream. This course will examine a variety of twentieth century American novels that explore, question, and contest the ideas and issues bound up in the ambiguous—yet, ubiquitous—notion of the "American Dream." Among the several investigative paths open to our readings, the course will address the following: Do these writers present a model for what it might mean to live or "live well" in America? If so, how do such models become critiqued, dismantled, or championed? What ideological and social forces are at work when we speak of an "American Dream"? How do these works relate to certain economic systems, interests, and ideas such as high finance or consumer culture? Furthermore, how do these authors approach questions of race, class, and gender in an American setting, and how do notions of ethnicity and family enter into our understanding of these texts? We will also examine issues of narrative structure and technique: How do differences in form, style, and language inform our readings of these texts? How do modernist or postmodernist accounts of narrative frame these texts within an American cultural landscape? Some of the authors to be discussed include Fitzgerald, Larsen, Nabokov, Kerouac, Doctorow, and DeLillo. *Mayer*.

FILMVID 111T. Film Editing. This course is designed to allow advanced students an opportunity to edit a sync-sound 16mm short film on media 100s. Taking the dailies and sound from the summer session Term I production (see FILMVID 101S in Term I), students will have an opportunity to structure, edit and design sound for a fine cut of the film. Instructor's permission required. *Gibson*.

HISTORY 106S.01 Oceans and Histories: South and Southeast Asia, 1-2001 AD. Course offerings on South and Southeast Asia have long stressed the distinct and largely unconnected land-based histories of both regions. This course, covering the period 501 AD through to the present, will focus instead on bodies of water—specifically the Bay of Bengal and the Indian Ocean—and the accompanying littoral zones as crucial sites of intense inter-continental trade, migration, colonial expansion, conversion, creolization, and, intellectual and political cross-fertilization. The course will be divided into four sections. The first section will trace the early sea-based movement of "Hinduism" and Buddhism from South to Southeast Asia. The second will roughly correspond to the slow emergence of Islam as the dominant faith in parts of South and Southeast Asia. The

third section will span the onset and development of European colonialism from the early-sixteenth century through to the mid-twentieth century. The final section will range over the twentieth century using the chronology of specific colonial and post-colonial nationalisms as its period markers. The course will conclude by analyzing the place of South and Southeast Asia in contemporary discourses about modernity and globalization. *Faruqi*.

HISTORY 106S.02 Politics, Love, and Revolution, The Life and Thought of C.L.R. James. This course examines the work of one of the most provocative philosophers of the twentieth century. By examining texts, film, popular music, drama, and literature, we will explore the core concerns that C.L.R. James grappled with throughout his career as a revolutionary thinker: struggles for Black liberation in Africa, the Caribbean and the U.S.; the relationship between popular culture, work, and social change; and prospects for creating democracy. *Ortiz*.

LIT 120B Bodies and Genders in Film and Television. This course will examine different representations of bodies and genders in film and television, as well as how viewers' bodies and genders affect their perceptions of these representations. We will explore issues such as the connections between voyeurism and sadism in the suspense film; cross-dressing and gender transgression in classic Hollywood comedy; race, masculinity, and the "spectacular bodies" of action cinema; and the unstable, monstrous bodies of horror films. Films to be screened may include: *Vertigo*; *Now, Voyager*; *The Sheik*; *Some Like it Hot*; *Gilda*; *Invasion of the Body Snatchers*; *Halloween*; *Lethal Weapon*; *Aliens*; *Looking for Langston*; and *Velvet Goldmine*. *Middleton*.

LIT 132 Reading Gifts. Through reading a wide variety of texts—from Marx to Monty Python, from anthropology to Joyce—we will explore the meanings of the gift, the relation between gifts and commodities, the anxieties of giving and buying/selling. Through the prism of the gift, we will view the variety of positions from and forms in which capitalist society can be imagined; find the real hope which allows marketing ideologies to work; and see how the fantastic and the exotic depict that which is most at home. Walter Benjamin writes that a gift, the most familiar, should leave the receiver in a 'state of shock': there will be readings of both kinds. *Krysl*.

LIT 161 The Inner Frontier. Science fiction sometimes associates the idea of the "inner frontier," almost too literally, with the innards of the human body. In this course, we will take the inner frontier to appear not only in works of biological fantasy but also in literature about various treks and trespasses across the New World, imagined for centuries as site of both new wealth and new threat or disease. Beginning with narratives about the exploration and colonization of places like the Americas, Australia, and Africa, we will examine how settlers, forced to inhabit uncharted and unfamiliar territories, created nations, communities, and homes in the midst of the wilderness. We will also see how these intrepid explorers, obsessed with the dangers posed by frontier living, responded to the possibility of contamination—racial and bacterial or viral—with both desire and fear. Finally, we will turn to some twentieth-century science and science fiction to talk about the use of frontier metaphors in descriptions of human anatomy and psychology. This course will introduce students to a range of key works in nineteenth-century American and twentieth-century postcolonial literature, as well as to some texts about biological warfare, genetic engineering, infectious disease, and evolution. Possible materials include short stories by Nathaniel Hawthorne; Mark Twain's *The Adventures of Huckleberry Finn*; James Fenimore Cooper's *The Last of the Mohicans*; Domingo Sarmiento's *Facundo*; Patrick White's *Voss*; J.M. Coetzee's *Waiting for the*

Barbarians; Emily Martin's *Flexible Bodies*; Alfred Crosby's *The Columbian Exchange*; and the films *Mission to Mars*, *Outbreak*, and *Gattaca*. Kim.

MUSIC 170S Living Beyond the End: Music and Culture in the Twentieth Century. If Spengler is right, that Western Culture reached its peak in the nineteenth century, is it all downhill from Wagner on? Or is there a new world developing, in which we can immerse ourselves through experiencing the arts? From Stravinsky to Glass, from Schoenberg to Cage to Adams, from Monet to Mondrian, and from Elvis to Ellington, the arts have offered new views of the world. For additional information about the course, consult the web site: <http://www.duke.edu/~aparks>. Parks.

PSY 170L Adolescent Sexuality: Race, Culture, and Behavior. How do we learn to be sexual? In this seminar, we will answer this question by examining the impact of personal and group historical experience, racial and cultural differences, and societal views on the development and expression of sexuality in adolescents. Focusing primarily on female sexuality, theories of sexual development will be examined, patterns of adolescent sexual behavior will be surveyed, and the origins and current manifestation of sexual stereotypes will be explored. Also, a major part of this course will involve the critical analysis of the sexual messages taken from movies, music, magazines, and books (popular culture). Harris.

RELIGION 185S Ethics and the Internet. The Internet is now part of our daily lives in education, business, and for leisure activities. So fast-moving and sweeping have the changes been that we may overlook myriad ethical questions that have arisen due to essential and sometimes subtle differences between the social and the digital. The role of the individual within this virtual world and the implications of the electronic dissemination of information will be explored and shared through in-class and online discussion. Robinson.

WOMENST 150S.01 Artistic Relations: Women as Creators, Subjects, and Patrons. How have women been portrayed in art? How have they worked in the market purchasing art? How have women created art? This course will draw on the scholarship of many feminist art historians, including Linda Nochlin, whose article "Why Have There Been No Great Women Artists" introduced a serious discussion of the subject in the early 1970s, and Whitney Chadwick, whose *Women, Art, and Society* will be core reading for this class. Feminist scholarship in film studies, history, and other allied fields will also be surveyed. By organizing around the theme of the relationships that women have with art, this course goes beyond a survey of women artists and their contributions and the problems that have arisen by trying to fit them into the traditional art historical canon. Wardle.

WOMENST 150S.02 Bombs, Bullets, and Bittersweet Tales: Women Writing Revolution, Women Writing War. This course critically examines the intersections of revolution, war, and gender through women's writing, as well as different forms of cultural production that include film, art photography, and music. We will learn the ways in which revolution and wars foster a number of myths, symbols, and icons as well as a mainstream narrative. The focus on gender will provide tools necessary to recognize the contradictions, conflicts, and limits of this mainstream narrative. Discussions will include, without being limited to: women and the use of violence; women as peace-weavers; mothers in war; children in war; and the relationship between art and propaganda. Linhard.

*"All of the benefits of a semester course, but in the convenience of six weeks."
(Student, Summer '00)*

Evening Courses

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

Term I

- ECON 83 Financial Accounting and Decision Making.** 5-7:05 p.m. *Skender*
- EDUC 140 The Psychology of Work.** 5-7:05 p.m. *Ballantyne*
- FILMVID 101S Advanced Production Projects.** 5-8 p.m. *Gibson*
- HISTORY 106S Russian Revolutionary Cinema.** 6-8:05 p.m. *Miller*
- LIT 120B 'Independent' Film and Video: The Aesthetics of Economics.** 6-8:05 p.m. *Garci-Crespo*
- PHYSEDU 15.03 Weight Training.** 5-7:05 p.m. *Falcone*
- PHYSEDU 170 History and Issues of Sports.** 6-8:05 p.m. *Buehler*
- PSY 119A Abnormal Psychology.** 6-8:05 p.m. *Mendelson*
- PSY 170K,S Seminar on Aging.** 5-7:05 p.m. *Vitt, Morse*
- RELIGION 102 The New Testament.** 5-7:05 p.m. *Sadler*
- WOMENST 150S.02 Reconstructing Womanhood: Anatomy of Black Femininity.** 6-8:05 p.m. *Waligora*

Term II

- EDUC 118 Educational Psychology.** 5-7:05 p.m. *Webb*
- HISTORY 101E Nationalism and Exile.** 6-8:05 p.m. *Miller*
- HISTORY 106S.01 Oceans and Histories: South and Southeast Asia, 1-2001 AD.** 5-7:05 p.m. *Faruqui*
- HST 106S.02 Politics, Love, and Revolution: C L R James.** 6-8:05 p.m. *Ortiz*
- LIT 120B Bodies and Genders in Film and Television.** 5-7:05 p.m. *Middleton*
- MMS 120 Managerial Effectiveness.** 6-8:05 p.m. *Hunter-Rainey, See*
- MUSIC 170S Living Beyond the End: Music and Culture in the Twentieth Century.** 6-8:05 p.m. *Parks*
- PHYSEDU 015.02 Weight Training.** 5-7:05 p.m. *Falcone*
- PHYSEDU 170 History and Issues of Sports.** 6-8:05 p.m. *Buehler*
- PSY 137 Adolescence.** 6-8:05 p.m. *Schiro-Osman*
- RELIGION 185S Ethics & the Internet.** 6-8:05 p.m. *Robinson*

"Attending Summer Session gives me greater flexibility in selecting courses in the fall and spring."

(Student, Summer '00)

Interdisciplinary Viewpoints /Special Interests

Do you have special interests in certain topics? Are you eager to investigate a subject from various points of view? Summer 2001 provides you the opportunity to group courses in order to enhance your education. Here are some suggestions.

INTEREST AREA		SUGGESTED COURSES
BUSINESS	ECON 83	Financial Accounting. Term I.
	ECON 139	Introduction to Econometrics. Term I & II.
	ECON 153	Money and Banking. Term I.
	ECON 157	Financial Markets & Investments. Term I.
	ECON 181	Corporate Finance. Term II.
	MMS 120	Managerial Effectiveness. Term II.
ABOUT CHILDREN	EDUC 117	Psychology of Personal & Social Adjustment. Term I.
	EDUC 118	Educational Psychology. Term I & II.
	PSY 97	Developmental Psychology. Term II.
	PSY 119A	Abnormal Psychology. Term I & II.
	PSY 137	Adolescence. Term II.
	PSY 170L,S	Adolescent Sexuality. Term II.
FILM/MEDIA	FILMVID 101S	Advanced Production Projects. Term I.
	FILMVID 111T	Film Editing. Term II.
	HISTORY 106S	Russian Revolutionary Cinema. Term I.
	LIT 120B	'Independent' Film & Video: Aesthetics of Economics. Term I.
	LIT 120B	Bodies & Genders in Film & Television. Term II.
GENDER/SEXUALITY	CLST 104S	Women in Antiquity. Term I & II.
	CULANTH 115S	Anthropology of Gender: Sexualities Term II.
	LIT 120B	Bodies & Genders in Film & Television. Term II.
	LIT 144S	Revolutionary Bodies: Theories of Sexuality & Subversion. Term I.
	RELIGION 109	Women in the Biblical Tradition. Term II.
	WOMENST 150S	Music & Gender in Twentieth Century America. Term I.
	WOMENST 150S	Reconstructing Womanhood: Anatomy of Black Femininity. Term I.

	WOMENST 150S	Artistic Relations: Women as Creators, Subjects, & Patrons. Term II.
	WOMENST 150S	Bombs, Bullets and Bittersweet Tales: Women Writing Revolution, Women Writing War. Term II.
MODERN DAY CHALLENGES	BIOLOGY 43D	Ecology and Society. Term I & II.
	CULANTH 144	The Anthropology of Race. Term I.
	EDUC 140	The Psychology of Work. Term I.
	EDUC 170	Managing Diversity Conflicts In Multicultural Settings. Term I.
	EDUC 209	Global Education. Term I.
	HISTORY 101C	Terrorism: 1848-1968. Term II.
	HISTORY 123S	Madness and Society. Term I.
	PSY 170K,S	Seminar on Aging. Term I.
	RELIGION 128	Christians in Crisis. Term I.
	RELIGION 185S	American Utopias: From the Pilgrims to Waco. Term I.
	RELIGION 185S	Medicine, Ethics, and Christian Belief. Term I.
	RELIGION 185S	Ethics and the Internet. Term II.
	SOCIOL 11	Contemporary Social Problems. Term II.
	SOCIOL 141	Consuming Passions. Term I.
SELF-EXPLORATION	CLST 117	Ancient Myth in Literature. Term I.
	LIT 161	The Inner Frontier. Term II.
SPORT	PHYSEDU 170	History and Issues of Sports. Term I & II.
	PHYSEDU 172	Administration in Sports Management. Term II.
	PHYSEDU 174	Sports Marketing of College Athletic Events. Term I.
	PHYSEDU 180	Performance Enhancement in Sport & Physical Activity. Term I.

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. Both information and applications can be obtained from the Office of Study Abroad, 121 Allen Building, 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 web site (http://www.aas.duke.edu/study_abroad). *All programs are subject to change or cancellation. The application deadline is February 16, 2001.*

Australia: Sydney, the Northern Territories and Queensland (June 14-July 31).

This two-course, six-week program focuses on the biogeography and environmental history of Australia. The program is based at the University of New South Wales in Sydney, with the first week spent in the Northern Territories and the final week spent in Queensland at the university's research facility at Lady Elliott Island on the Great Barrier Reef and in the tropical rain forest of Northern Queensland. The first course is *BIOLOGY 101: Biogeography in an Australian Context* (NS)/NS, STS, taught by Professor Richard Searles, Department of Botany at Duke University. The second course will be selected from several taught by faculty of the University of New South Wales. Students live in dormitories. For further information, contact Professor Searles, 0061 Biological Sciences Bldg., Box 90338, Durham, NC 27708 (Tel.: 919/660-7336, E-mail: searles@ac-pub.duke.edu).

China: Beijing (mid-June-mid-August). 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 10-day study tour available after the program. Students live in dormitories. Prerequisite: one or more years of Chinese language instruction. For further information, contact Mavis Mayer, Asian/Pacific Studies Institute, 2111 Campus Dr., Box 90411, Durham, NC 27708 (Tel.: 919/684-2604).

Costa Rica: Organization for Tropical Studies (OTS) Field Stations. *Program 1: Tropical Ecology.* (late May-late June) 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)/NS, and live at the biological field stations. For further information, contact Dr. Nora Bynum, Organization for Tropical Studies, Box 90633, Durham, NC 27708-0633 (Tel.: 919/684-5774, E-mail: nao@duke.edu).

Program 2: Ethnobiology. (mid-July-mid August) This four-week undergraduate course titled *BIOLOGY 136L: Plaintains, Iguanas and Shamans: An Introduction to Field Ethnobiology* (NS)/NS, STS, involves the scientific study of the subsistence, medicinal, ceremonial and aesthetic use of plants and animals by human societies. Students will begin the program with lectures and demonstrations in San Jose, then will 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 and will enroll in one laboratory course. For additional information, contact Dr. Nora Bynum, Organization for Tropical Studies, Box 90633, Durham, NC 27708-0633 (Tel. 919/684-5774, E-mail: nao@duke.edu).

Cuba: Havana (mid-May-early July). This two-course, six-week program offers a rare opportunity for American college students to examine and experience Cuban culture first hand. Based in Havana, the program will be led by a Duke faculty member, who will teach one course in English. The second course, taught by a Cuban faculty member, will study Cuban literature and will be taught in Spanish. Two years of college-level Spanish are required. Students will live in dormitory-style accommodations. For further information, contact the Office of Study Abroad.

England: London-Drama (June 30-August 10). This two-course, six-week program

offers the opportunity to study drama in performance as students see over twenty performances of a variety of plays, classic and new, and musicals in London and Stratford-upon-Avon. The courses are *DRAMA 117S/ENGLISH 176B,S: Theater in London: Text* (AL)/AL, IAA and *DRAMA 138S/ENGLISH 176C,S: Theater in London: Performance* (AL)/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, Drama Program, 212 Bivins Building, Box 90680, Durham, NC 27708-0680 (Tel.: 404/888-9236, E-mail: jmclum@aol.com).

England: London-Media (early July-mid-August). This double course, six-week program explores and analyzes British government and politics, the British media, and the sometimes cozy, often acrimonious relations between the two. A double course, *POLSCI 100E: Politics and the Media in Britain* (SS)/CCI, SS, is taught jointly by Professor David Paletz of Duke and British faculty. The emphasis is on the Labour Party's activities in office, successes and failures, since its huge election victory in 1997. Internships are available for interested students. (Internship credit in fall or spring semester possible.) Participants hear from legislators, civil servants, party officials, interest group leaders, media executives and journalists. The group visits Parliament, newspapers and magazines, and attends media events. Accommodations are in dormitories. 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 (early July-mid-August). This six-week session at New College, Oxford, utilizes the Oxford tutorial system of education supplemented with guest lectures given by noted British scholars. Students may choose one of the following double courses: *ENGLISH 132C,S: Shakespeare: Comic Visions, Dark Worlds* (AL)/AL, IAA; *ENGLISH 132E,S: British Literature 1760-1830* (AL)/AL, IAA; *ENGLISH 132E,S: Victorian Fiction and Poetry* (AL)/AL, IAA; *POLSCI 100.01L,S* (SS)/CCI, SS/*HISTORY 100M: The Making of Modern Britain* and *POLSCI 100L.02L,S: Law and Liability: Personal Injury in Britain and the United States* [B] (SS)/CCI, SS. For further information, contact Professor Melissa Malouf, Department of English, 012 Social Sciences, Box 90015, Durham, NC 27708-0719 (Tel.: 919/684-5399, E-mail: mmalouf@duke.edu).

Flanders and the Netherlands: Ghent and Amsterdam (June 30-August 10). This two-course, six-week program offers a contextual study of late medieval to early modern Netherlandish art and visual culture. The double course: *ARTHIST 158-159 or ARTHIST 241-242: History of Netherlandish Art and Visual Culture in a European Context* (AL)(CZ)/AL, CCI, CZ, IAA is taught by the Duke program director, Professor Hans J. Van Miegroet, with distinguished Dutch and Flemish guest professors. This interactive program is based the first two weeks in Amsterdam (The Netherlands), and the next four in Ghent (Flanders). 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 (mid-May-late June). This two-course, six-week program focuses on French language and culture, with Paris as its backdrop. The courses are *FRENCH 137: Aspects of Contemporary French Culture* (CZ)(FL)/CZ, FL, CCI, taught in French by the

Duke director Professor Paul Keineg. The second course, *FRENCH 143: Aspects of French Literature* (AL)(FL)/AL, FL, CCI, IAA, is also taught in French. Four semesters of college French or equivalent are required. Students are housed in a pension. For further information, contact Professor Paul Keineg, Department of Romance Studies, 219A Languages Building, Box 90257, Durham, NC 27708 (Tel.: 919/660-3115, E-mail: pkneineg@duke.edu).

Germany: Erlangen *GERMAN 14: Intensive First-Year German* (FL)/FL (May 11-June 23). This double-course will be an intensive introduction to German language and culture, combining in one term the work of German 1-2. There will be a communicative approach to the language of everyday life in German-speaking countries, the language of their histories and societies, their arts and letters. Focus is on spoken and written German (speaking, listening, reading, writing); introduction to German culture and society through poems, songs, films, and other authentic materials. Resources include audio, video, and computer-based materials. No pass/fail option is permitted, nor is auditing permitted. Taught by faculty members of the University of Erlangen. 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).

German Language and Culture. (May 11-June 23). Duke offers a program at the Friedrich-Alexander University at Erlangen-Nürnberg. The program provides an opportunity to study classroom German at different levels while living with a German family and participating in study, day trips, and excursions. The courses are *GERMAN 150: Advanced Grammar Review, Composition and Current Issues* (FL)/CCI, FL; and *GERMAN 153: Aspects of Contemporary German Culture* (CZ)(FL)/CCI, CZ, FL, IAA. Two semesters of college German or the equivalent are required. 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 (late May-early July). This two-course, six-week program focuses on West African culture and politics. The program is based at the University of Ghana at Legon, just outside the capital city of Accra. One course will be taught by program director Professor Charles Piot of Duke. The other course will be taught by faculty of the University of Ghana. Field trips, guest lectures, museum visits, and excursions will complement course work. Course titles and descriptions to be announced. Accommodations will be in hotels and guest houses. For further information, contact Professor Piot, Department of Cultural Anthropology, 114A Social Sciences Building, Box 90091, Durham, NC 27708 (Tel.: 919/681-3264, E-mail: charles.piot@duke.edu).

Greece. (June 19-July 20). This one-course, four-week program is an integrated course of study combining in-depth tours of the important sites and museums in various regions of this spectacular country with close reading and discussion of key ancient philosophical texts. The director is Duke Professor Michael Ferejohn. The principal course objective is to give the student a thorough understanding of the ancient Greeks' emphasis on the rational aspect of human nature, which enabled them not only to produce the artistic and architectural splendors we shall explore first-hand, but also to lay the intellectual foundations for subsequent western civilization. Students register for *PHIL 127: The Birth of Reason in Ancient Greece* (CZ)/CCI. The course begins with a week in the Greek Islands, including a visit to the eastern shores of the Aegean, then moves onto the Greek mainland, first to the Peloponnese and then to Athens. The course concludes in the north-

ern region of Macedonia. Accommodations are in hotels. For additional information, contact Professor Ferejohn, Department of Philosophy, 201B West Duke Building, Box 90743, Durham, NC 27708 (Tel. 919/660-3053, E-mail mtf@acpub.duke.edu).

India: Mumbai (Bombay) (mid-May-early July). A two-course, six-week program based in Mumbai (Bombay) with a program-concluding trip to Pune, Delhi, Agra, and Jaipur. The courses will be *AALL 138: The Media in Modern India*, taught by Professor Satendra Khanna of Duke and *AALL 139: Gender and Expressive Culture in India* (AL)(CZ)/AL, CCI, CZ, IAA, taught by Professor Mekhala Natavar of Duke. Accommodations are in hotels. For further information contact Professor Satendra Khanna, Department of Asian and African Languages and Literature, 2101 Campus Dr., Box 90414, Durham, NC 27708 (Tel.: 919/660-4361, E-mail: skhanna@duke.edu).

Israel: Sepphoris (late May-early July). This two-course, six-week program focuses on field archaeology and the cultural history of ancient Palestine from the Bronze Age to the Islamic period. The first course *RELIGION 175* (Religion 243 or 244 for graduate and divinity students) *Archaeology and Art of the Biblical World* (AL)(CZ)/AL, CCI, CZ, EI, IAA, focuses on the material culture of ancient Palestine as it relates to early Judaism. The second course *RELIGION 177* (Religion 310 or 399 for graduate or divinity students) *Perspectives in Archaeology* constitutes a field practicum at ancient Sepphoris and 'Ein Zippori. Course focus will be on methods of retrieving, recording, analyzing and interpreting material remains of the past. Faculty to be announced. For further information, contact the Office of Study Abroad.

Italy: Rome (May 17-June 18). This one-course, four-week program explores the history and culture of Rome and includes visits to historical sites and museums, walking lectures, and readings. The course, *CLST 145/ARTHIST 126: Rome: History of the City* (AL)(CZ)/AL, CCI, CZ, IAA, examines the history of the city of Rome concentrating on antiquity and its effect on subsequent urban development. About ten days will be spent visiting Pompeii and Herculaneum. Taught in English. Dormitory accommodations in the Intercollegiate Center for Classical Studies in Rome and the Villa Vergiliana near Naples. For further information, contact Professor Paul Rehak, Department of Classical Studies, 07 Allen Building, Box 90103, Durham, NC 27708-0764 (Tel. 919/684-6214; E-mail: prehak@acpub.duke.edu).

Italy: Venice (mid-May-early July). This two-course, six-week program concentrates on Venetian civilization, culture and art history. The Duke program director, Professor Gregson Davis, will teach one course, *CLST 149: Venetian Civilization and its Mediterranean Background* (AL)(CZ)/AL, CCI, CZ, IAA. Topics will include intercultural contacts, conflict with the Ottomans, and Renaissance and Humanist influences. The second course, *ARTHIST 135: Venetian Art of the Renaissance (15th through 16th centuries)* (AL)(CZ)/AL, CCI, CZ, IAA, begins with an introduction to Byzantine and Gothic art, continues on to study the early Renaissance painters, with final emphasis on the Golden Age of the Renaissance (16th century). This course is taught by Venetian art historian, Professor Marta Agnese Wiel. Both courses are taught in English. 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 (mid-May-late June). This seven-week program offers two Russian language and culture courses in St. Petersburg. Russian language study at different levels is available. Classes in St. Petersburg are taught at the Universi-

ty 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: Florisbad (mid-May-late June). The Department of Biological Anthropology and Anatomy offers a two-course, six-week, field-study program. The program will offer students the opportunity to learn archaeological excavation methods while digging a prehistoric site, to learn paleontological survey techniques while looking for prehistoric human fossils, and to see original human fossils. Students enroll in *BAA 102: Paleoanthropological Field Methods* (NS)/NS, R, and *BAA 101L: Quaternary Prehistory of Southern Africa* (NS)/NS, R (Prerequisite: BAA 93). 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: Malaga and Madrid (May 19-June 30). This two-course, six-week program in Malaga (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)/CZ, FL, and *SPANISH 141: Literature and the Performing Arts* (CZ)(FL)/CZ, FL, CCI, IAA. Both courses are taught in Spanish. The program is notably rich in its field trips, and includes visits to Barcelona, Cordoba, Granada, Segovia, and Toledo. Four semesters of college-level Spanish or equivalent are required. Students live with Spanish families. For further information, contact 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).

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, 2000-2001 (available on the web at <http://www.registrar.duke.edu/bulletins/ugb2000/index.html>). 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 "More Info," and then click on "View course synopsis." Course synopses will begin appearing in late January.

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. Click on "More Info" to view the Curriculum codes. Students who matriculated as degree candidates prior to April 2000 should give attention to the Pre-Curriculum 2000 code or codes contained in the parentheses. Students matriculating as degree candidates as of May 2000 and thereafter should give attention to the Curriculum 2000 codes. An explanation of the curriculum codes follows.

Curriculum codes for students matriculating prior to April 2000.

Areas of Knowledge:

- Arts and Literatures (AL)
- Civilizations (CZ)
- Foreign Languages (FL)
- Natural Sciences (NS)
- Quantitative Reasoning (QR)
- Social Sciences (SS)

Curriculum codes for students matriculating in May 2000 and thereafter.

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

Class Numbers– The four-digit class number listed to the left of the section number can be used to expedite book bagging, registration, and drop/add.

Changes– If there is a discrepancy between the printed course Schedule and ACES Web, believe ACES Web. ACES Web always reflects the most current information.

Footnotes– Some courses are shown in the Schedule of Courses with a footnote for

special restrictions or information. Please remember that you are responsible for knowing these requirements when you register.

Buildings

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

East Campus

West Duke Building
Carr Building
Museum
East Duke Building
Biddle Music Building
Bivins Building
Art Building

The Ark
Brodie Recreation Center
Lilly Library
Baldwin Auditorium
East Campus Union
The Bishop's House

West Campus

Duke Chapel
Gray Building
Perkins Library
Foreign Languages
Old Chemistry
Divinity
Sociology-Psychology
Social Sciences

Union Building
Card Gymnasium
International Studies Center
Sanford Institute
Canadian Studies
Ctr. for Engineering Education
Asian/African Languages
Hudson Hall

Ctr. For Engineering Education
Physics
Allen Building
North Building
Biological Sciences
Gross Chemical Lab
Teer Engineering
Levine Research Center

Medical Center

Davison Building
Jones Building
Sands Building
Nanaline H. Duke Building

Bryan Research Building
School of Nursing
Medical Science Research Building



Schedule of Classes

Class Meetings. Summer Session classes meet Monday through Friday each week, except for evening classes (beginning at 5:00 p.m.) which meet on Monday, Tuesday, and Thursday. The beginnings and endings of all courses coincide with the regular term unless special dates are given in our schedule. Classes meet either for twenty-eight (day-time) or seventeen (evening) days, for a total of 35 hours or more. There is a one-day reading period before final exams in Term I 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 27	Wednesday	Term I Final Examinations begin.			
		Period:	Examination time:		
		4	9:00 a.m.-12:00 noon		
		3	2:00 p.m.-5:00 p.m.		
		1, 7, 8	7:00 p.m. - 10:00 p.m.		
June 28	Thursday	Term I Final Examinations continue.			
		Period:	Examination time:		
		2	9:00 a.m. - 12:00 noon		
		5	2:00 p.m. - 5:00 p.m.		
		6, 9	7:00 p.m. - 10:00 p.m.		
August 10	Friday	Term II Final Examinations begin.			
		Period:	Examination time:		
		4	9:00 a.m. - 12:00 noon		
		3	2:00 p.m. - 5:00 p.m.		
		1, 7, 8	7:00 p.m. - 10:00 p.m.		
August 12	Saturday	Term II Final Examinations continue.			
		Period:	Examination time:		
		2	9:00 a.m. - 12:00 noon		
		5	2:00 p.m. - 5:00 p.m.		
		6, 9	7:00 p.m. - 10:00 p.m.		

No hour examination may be given within the last three days before the final examination period. Take Home examinations are due at the exam time designated for the period at which the class regularly meets. Any deviation from this examination schedule must be approved by the director of the Summer Session.

APPLICATION/REGISTRATION FORM

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

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

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

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

Social Security Number: _____ -- --

Date of Birth: _____ -- --

Current Mailing Address:

street city state zip code
Telephone: (_____) _____ Fax: (_____) _____
Email address: _____

Permanent Address:

street city state zip code
Telephone: (_____) _____

Next of Kin: _____
name relation

Address: _____
street city state zip code

Telephone: (_____) _____ Fax: (_____) _____

Email address: _____

go to next page

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:

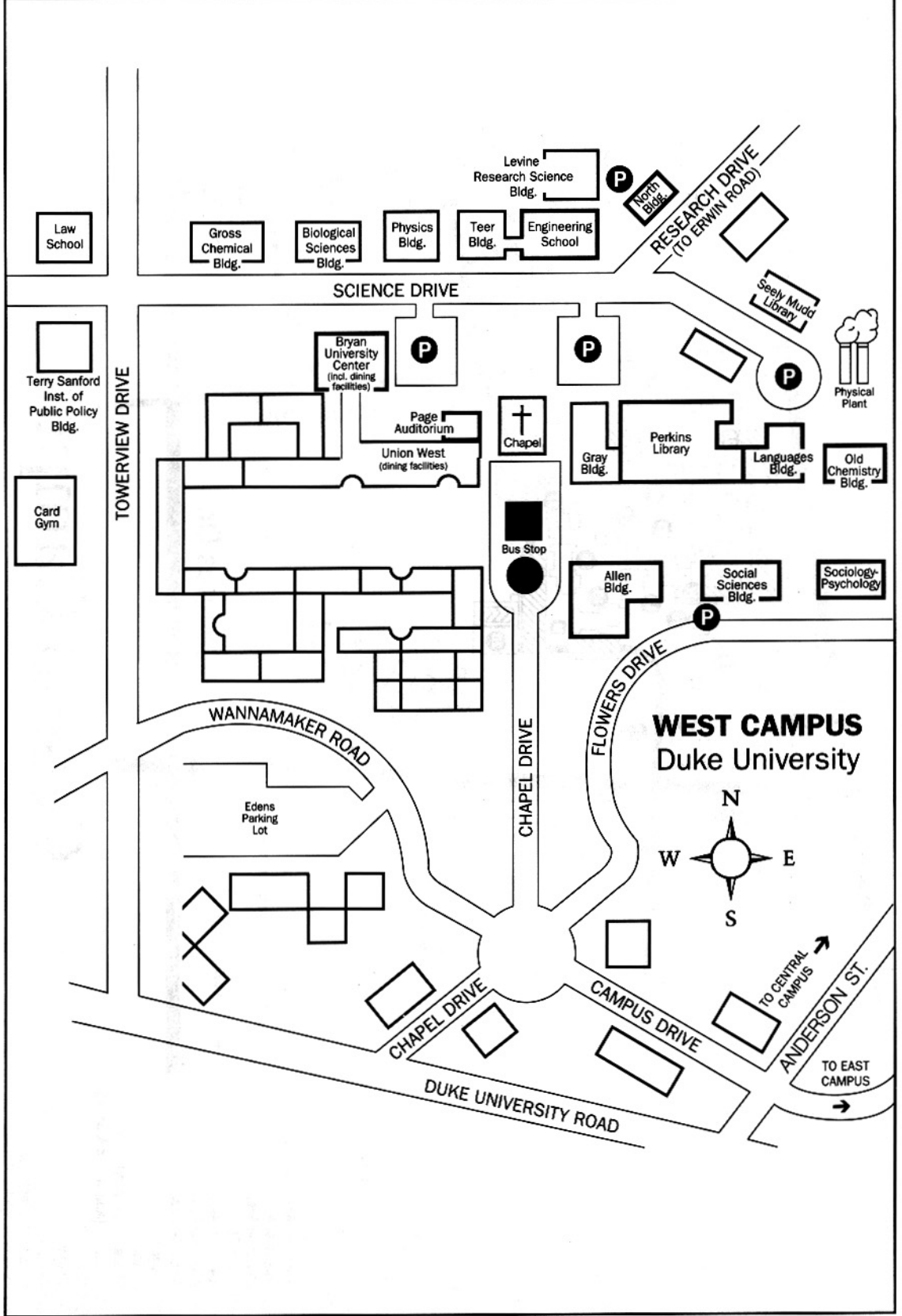
Were you on any type of academic or disciplinary probation at the time you left any of the institutions above? No Yes. If yes, explain: _____

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



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)

SCIENCE DRIVE

Terry Sanford Inst. of Public Policy Bldg.

Card Gym

TOWERVIEW DRIVE

Bryan University Center (incl. dining facilities)

P

Page Auditorium

Union West (dining facilities)

Chapel

P

Gray Bldg.

Perkins Library

Seelye Mudd Library

P

Physical Plant

Old Chemistry Bldg.

Languages Bldg.

Allen Bldg.

Social Sciences Bldg.

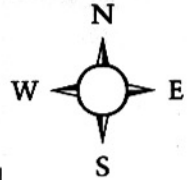
Sociology-Psychology

P

Bus Stop

FLOWERS DRIVE

WEST CAMPUS
Duke University



WANNAMAHER ROAD

Edens Parking Lot

CHAPEL DRIVE

CHAPEL DRIVE

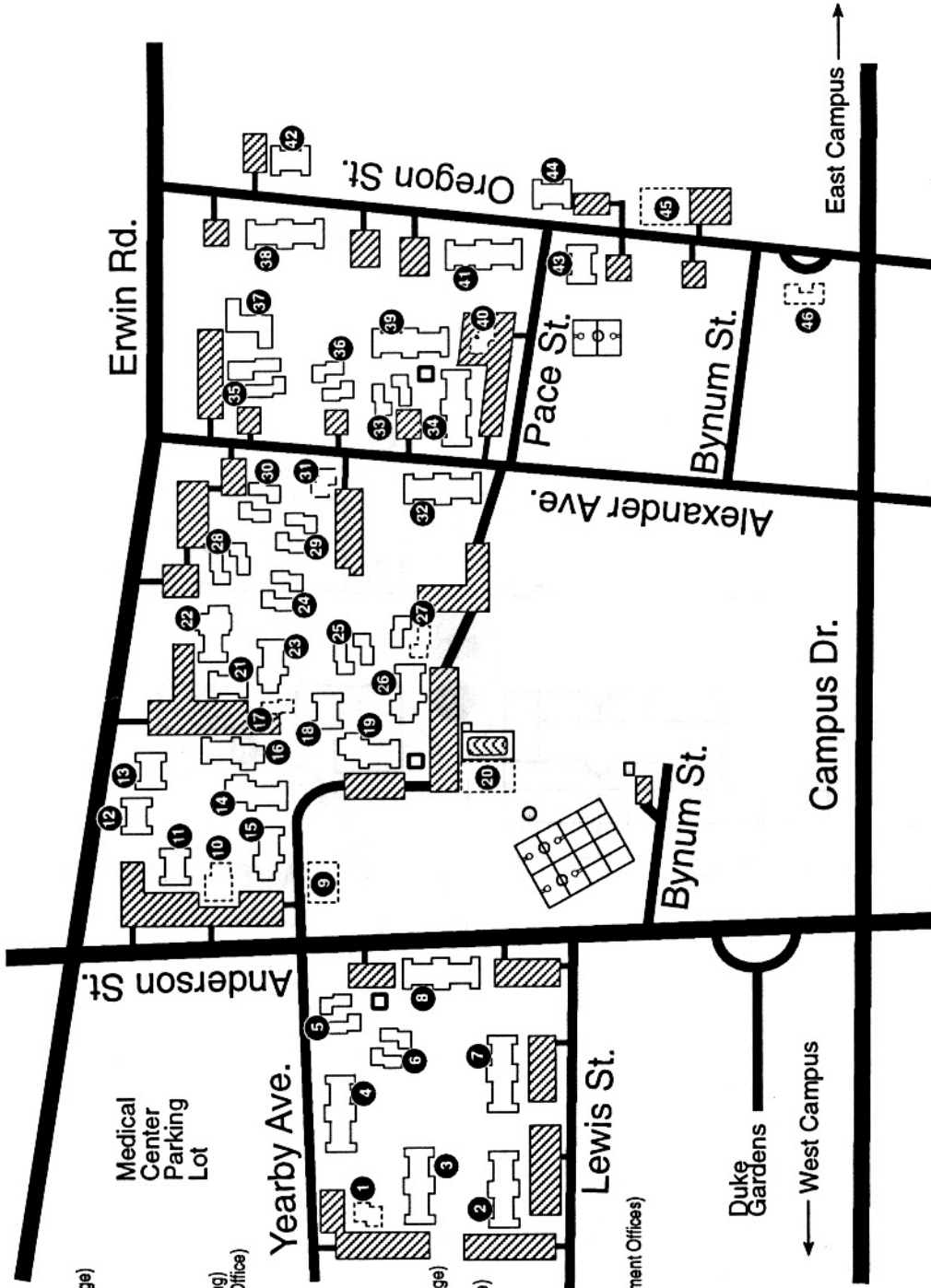
CAMPUS DRIVE

DUKE UNIVERSITY ROAD

ANDERSON ST.

TO CENTRAL CAMPUS

TO EAST CAMPUS



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

