
bulletin of
Duke University
Summer Session
2002



University's Mission Statement

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

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

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

EDITOR

Paula E. Gilbert, Ph.D.

COORDINATING EDITOR

Judith Smith

PUBLICATIONS COORDINATOR

Rob Hirtz

ASSISTANT REGISTRAR

Jim Salerno

PHOTOGRAPHS

Les Todd, Jimmy Wallace

The information in this bulletin applies to the Summer Session year 2002 and is accurate and current, to the extent possible, as of January 2002. 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 16 – June 27

Term II

July 1 – August 10

Contents

Calendar	3
Registration	4
Course Enrollment	6
Tuition and Fees	7
Payment of Tuition and Fees	8
Adding and Drop/Add	9
Withdrawal Charges and Refunds	9
Financial Aid	10
Honor Code	11
Facilities and Co-Curricular Activities	12
Student Housing, Transportation, Food, Residential Programs	14
Academic, Advisory, and Counseling Services	16
Special Programs	16
Special/Selected Topics Courses	19
Evening Courses	26
Study Abroad	27
Course Descriptions and Synopses	31
Curriculum Codes	31
Additional Course Schedule Information	32
Buildings	32
Schedule of Classes	34
Final Examination Schedule	34
Registration Form	35
Map of West Campus	38
Map of Central Campus	39
Map of East Campus	40

Office of Continuing Education and Summer Session

Box 90059, or The Bishop's House, Rm. 201A

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 2002!

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.learnmore.duke.edu/SummerSession.



Calendar

March

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

May

16 Thursday Term I classes begin.

20 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.

27 Monday Memorial Day; classes in session.

June

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

24 Monday Term I classes end.

25 Tuesday Reading Period, Term I.

26 Wednesday Term I final examinations begin.* (See p. 34 for examination schedule.)

27 Thursday Term I final examinations end.

July

1 Monday Term II classes begin.

3 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.

4 Thursday Independence Day; classes in session.

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

August

7 Wednesday Term II classes end.

8 Thursday Reading Period, Term II.

9 Friday Term II final examinations begin.* (See p. 34 for examination schedule.)

10 Saturday Term II final examinations end.

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

"The best aspect of doing summer coursework is that you get a chance to learn and establish a strong relationship with peers and the instructor because you see each other every day."

(Student, Summer '01)

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 2002 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 2002.

Summer registration begins March 27 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 university¹, (2) are presently in good standing at a college or university, (3) have left a college or university in good standing in the past, or (4) have been accepted for the fall at a college or university. No admissions testing is required nor is there an application fee. The completed registration form should be mailed or faxed to the 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

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

advisable to send tuition and fees to the Office of the Bursar immediately (Box 90035, Duke University, Durham, NC 27708-0035). Registration forms received early will not be processed until summer registration begins on March 27.

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

the Duke student must be in weekly contact with either the Duke faculty member listed as course instructor or with the faculty supervisor at the site who is in turn in weekly contact with the Duke instructor; and a substantive paper containing significant analysis and interpretation is required to result from the experience. Tuition is the same as regular Summer Session tuition. Independent Study courses do not carry an Area of Knowledge designation, but they may count toward the Curriculum 2000 requirement for the Research designation.

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

Course Enrollment

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

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

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



Tuition and Fees

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

1. Tuition for undergraduates and visiting students: \$1,809 for each regular or non-science lab course, \$2,412 for each science course with a lab (CHEM 21L, CHEM 22L, CHEM 151L, CHEM 152L, PHYSICS 53L, and PHYSICS 54L), \$1,206 for each half-course program, \$603 for each quarter-course program, and \$3,618 for each one and one-half course program offered at the Marine Laboratory. Charges for laboratory courses may not be split up to pay for the classroom portion separately from the lab portion, and vice versa.
2. Tuition for graduate students: \$1,809 for enrollment in a regularly offered Arts and Sciences' course or an independent study, \$2,412 for each science course with a lab, and \$1,206 for each physical education activity course.
3. Ungraded graduate research: \$790 per unit.
4. Graduate continuation fee: \$1350 for the summer. (Typically, if a graduate student continuing in a degree program registers in the summer session, it is for continuation only in the Summer Semester term.)²
5. Duke alumni: \$904.50 for each regular or non-science lab Arts and Sciences' on-campus course, or \$1,507.50 for a science course with a lab (Engineering courses, including COMPSCI 120L, not included).
6. Applied Music Fees: \$168 for 1/2 hr. private lessons; \$336 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 an \$80 student health fee per enrolled summer term. **Duke graduate students** registered for Graduate Continuation only are required to pay a \$160 student health fee for the entire summer. **Visiting students** registered for on-campus courses are required to pay a \$80 student health fee for each summer term in which they are registered for two or more courses. **Marine Laboratory and Ralph Bunche Summer Institute** students are required to pay a \$66 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 \$30. Payment of this fee, handled in the DukeCard Office, permits access for the entire summer.

Auditing Fees.

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

² 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.

to the Summer Session office written permission of the instructor for the student to audit his/ her class. Regular deadlines apply. Courses may not be changed from credit to audit (or vice versa) after the drop/add period.

For Arts and Sciences offerings, the 2002 auditing cost is \$181 per non-laboratory course. Professional school course audit policies may differ; consult the school of interest for more information.

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

Payment of Tuition and Fees

Current Duke Students. The Office of the Bursar will mail bills to current Duke students enrolled for Summer Session in May, June, and early July. 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 2, 2002. Payment for Term II charges will be due on or before Monday, June 17, 2002. *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.

"Summer is a great time to finish prerequisites, or get harder classes out of the way. Having only one or two classes allows you to concentrate on your work and do well!"

(Student, Summer '01)

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 7, 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 three day drop/add period at the beginning of each summer term if this results in any reduction in course load not offset by adding a course or courses of equal value in the same term. Duke students should use ACES; visiting students and Duke students unable to use ACES must contact the Summer Session Office and leave a message on voice mail.
3. After the first three days of the term, 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 12 for Term I; and July 26 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. All current Duke undergraduates receiving financial aid during the regular academic year are also eligible to receive financial aid for two summer session terms. These two summer terms of financial aid are in addition to the eight regular academic year semesters. Summer financial aid may be used for on campus study, or for study abroad, or both— for the same summer or in two different summers. Summer financial aid, determined according to demonstrated need, may consist of institutional grant funds and/or low interest loans from the Federal Stafford Loan Program and the Federal Perkins Loan Program, or College Work Study funds. To qualify for on campus summer school aid, a student must be enrolled, or accepted for enrollment, at Duke during the academic year immediately preceding or immediately following the summer for which aid is requested. Students must have filed their aid applications (FAFSA and PROFILE) for the current year if studying during Summer Session Term I, or submitted these forms for the coming year if studying during Summer Session Term II. Inquiries concerning need-based financial aid availability and application procedures should be directed to the Office of Undergraduate Financial Aid, 2106 Campus Drive (684-6225). *Applications should be submitted no later than two weeks before the beginning of each term to the Office of Undergraduate Financial Aid.*

Financial aid for Duke undergraduates desiring to study abroad is available for both Duke-sponsored and Duke-approved programs. Eligibility for aid will be determined in the same manner as academic year aid. Note: this policy does not apply to a summer abroad program taken prior to matriculation or after graduation from Duke. **The Financial Aid Application for Duke Summer Study Abroad 2002 must be completed and submitted to the Office of Study Abroad by 5 p.m., Friday, February 15, 2002.** Students need not have been accepted into the study abroad program to apply for aid, but they must have applied to the program.

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

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

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

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

Employees and Faculty and their Spouses/Spousal 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 204 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 hustle and bustle of the school year dwindles down into a relaxed jog. Basically, because class sizes are smaller, teachers are much more willing to provide needed help. Also, Summer Session is not as stressful, even though it is six weeks long."

(Student, Summer '01)

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 16 in Term I and July 1 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, lifestep, lifecycle, rowing machines, and free weights). Physical education equipment is available to all students enrolled in summer school for a small fee. Physical education lockers are available for use at no charge, but you will

need to supply your own lock 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.



"The classes offered during Summer Session seem to be more interesting than those offered during the year."

Student, Summer '01)

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 \$12.88/night per person; two-bedroom apartments at a cost of \$16.04/night; or three-bedroom apartments at a cost of \$13.66/night. Married couples including at least one Duke summer student may live together in the apartments at the following costs: one-bedroom-\$25.69/night; two-bedrooms-\$32.01/night; or three-bedrooms-\$40.84/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>.

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 (\$200 per term), medium (\$425 per term) and large (\$680 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://auxweb.duke.edu/Dining>.

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

Transit Services, Parking, Bicycles. Duke University Transit operates seven days a week between the hours of 7:30 a.m. and 9:15 p.m. Summer 2002 bus schedules will be available on the web at <http://transportation.duke.edu> after May 1, 2002, or by calling 919/684.2218. SAFE Rides, 919/684-SAFE(7233), Duke's dusk-to-dawn escort van service provides door-to-door service on campus after Duke Transit has ended evening service (9:15 p.m.) and to certain off-campus locations where Duke Transit does not serve.

Students with cars must obtain a parking permit from the Transportation Services Parking Office, 2010 Campus Drive (919/684-7275). Students living off-campus may purchase parking permits for student lots on West Campus. Central Campus Residents may obtain parking permits for the Central Campus Apartments at no charge. Permits for West Campus and Central Campus are not interchangeable.

Many students enjoy the short walk from Central Campus Apartments through the gardens to West Campus, or ride their bicycles. Registering personal bicycles with Transportation or Duke Police is encouraged. Individuals who do not bring a bicycle to campus may rent from area bike shops. SAFE Rides, Duke's dusk-to-dawn escort service, is also available 5 p.m.-7 a.m. Call 684-SAFE (7233) for a van ride across campus or to some off-campus locations (service area maps available at the Transportation Office, 684-2218)

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



"Summer Session provides students with an extremely valuable opportunity to continue their education outside of the regular school year, as well as to take care of curricular, major, and minor requirements. Above all, it gives Dukies a chance to meet new friends and enjoy North Carolina in the summertime."

(Student, Summer '01)

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 to undergraduates 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://aaswebsv.aas.duke.edu/skills/services.htm>.

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

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 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 16-July 11, 2002, Mondays, Wednesdays, and Thursdays, 4:30-6 p.m. \$600 plus materials per course. For more information call (919) 684-2621.

The Duke Writers Workshop. This creative writing program is offered by the Office of Continuing Education and Summer Session in conjunction with Alumni Lifelong Learning. This year, the 23rd 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. To request the Duke Writers Workshop brochure, send e-mail to learn@duke.edu, or telephone (919) 684-6259.

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).

Duke Youth Academy. The Duke Youth Academy seeks rising high school juniors and seniors of all races, cultures, and Christian traditions to spend two weeks on campus exploring Christian formation and discipleship. The dates for the 2002 Academy will be July 7-20. Applications are due February 22, 2002. For additional information call (919) 660-3542, or consult the web site: <http://www.duyouth.duke.edu>.

The Fuqua Summer Institute in Business, Communication, and Culture. A four-week, intensive English business program (July 8 through August 2, 2002), 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 6-July 20) you can take a wide variety of dance classes and workshops, participate in the ADF Arts Administrative Internship Program, or simply enjoy the performances. For course registration information or for a season performance brochure, write to the ADF, Box 90772, Duke University, Durham, NC 27708-0772; call (919) 684-6402; FAX (919) 684-5459; e-mail: adf@americandancefestival.org; web site: <http://www.americandancefestival.org>.

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



Duke University Nicholas School of the Environment and Earth Sciences, Marine Laboratory. Located in Beaufort, North Carolina, the Marine Lab offers courses that fulfill requirements for a variety of majors. Students may take one of five intensive classic marine biology courses or General Physics during Term I and/or take the Conservation Biology & Policy course and one of seven complementary electives during Term II. Undergraduates, graduate students, and those who already hold an undergraduate or graduate degree are eligible. Full summer tuition scholarships are available. For information see <http://www.env.duke.edu/marinelab> or contact the Admissions Office, Duke University Marine Laboratory, 135 Duke Marine Lab Rd., Beaufort, North Carolina 28516. Tel: (252) 504-7502; fax: (252) 504-7648; or email: 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 PreCollege 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.

"I totally enjoyed my summer school experience. My only regret is that I didn't do it sooner!"
(Student, Summer '01)

Special/Selected Topics Courses Term I

CULANTH 180 Discourses of Colonialism. With a particular focus on Africa, this course will provide a critical investigation into the epistemological shifts in Western thought that led to the spread of Empire and the rise of the colonial project. We will explore how the colonists framed their subjects and in the process created a new set of power relations that would later come to encompass the globe. We will also investigate the ways in which these modes of seeing, understanding, and interacting with the world are still prevalent in, and salient to, our contemporary culture. *McDonic*

CULANTH 180S Cultures of Medicine. The history of medicine is the story of the struggle for the understanding and control of individual human bodies and societies. This course will examine the historical and social contexts in which the practice of medicine develops, and its influence on daily life. Topics will include: the experience of and responses to epidemic diseases; theories of disease and the construction of paradigms defining normal and pathological conditions; the development of medical institutions and the context of medicine within the overall history of science and scientific institutions; encounters between western and indigenous paradigms of health and affliction; plus, an inside look at the race to decode human DNA. *Collier*

EDUC 170S A Novel Approach: Literature in Schools. Does Harry Potter advance witchcraft? Is *Bigger Thomas* a reflection of his time period? Did Aldous Huxley promote human cloning? This seminar will examine the issues of race, gender, culture, and society through critical analysis of popular literature found in the elementary and secondary classroom. Students will also examine the historical development and standardization of curriculum in relation to the analysis of literature. *Rumsey*

ENGLISH 169S Fiction and Poetry of the Harlem Renaissance. In this course, students will read novels and poetry written during the Harlem Renaissance. The reading list includes work by Langston Hughes, Countee Cullen, Nella Larsen, Zora Neale Hurston, and James Baldwin. Secondary readings in literary history and U.S. history will be provided and required. As a class, we will also explore some of the important jazz and dance forms that debuted during this era, and we will examine innovations in African American painting. This class will include field trips to local art museums and to dance performances. *Solomon*

FILMVID 101S Experimental Editing: Theory and Practice. This course has two overall goals. First, it will introduce students to principles of digital nonlinear editing using the Final Cut Pro system. Students will develop a thorough working knowledge of this program. Second, the course will explore a range of non-narrative editing styles and techniques through an examination of the works of various experimental filmmakers and video artists. Readings pertinent to concepts in experimental filmmaking will also be assigned. Using found footage, students will develop a series of projects that focus on different components of the editing process and explore different possibilities in experimental editing. *Middleton*

HISTORY 104 History of Childhood and Family. What are traditional family values and when did they prevail? How have childhoods varied over time and social space? Family ties are typically viewed as the most natural of bonds. This course will

argue to the contrary, that the personal is political— and economic, and cultural and, above all, historical too. It surveys the radical transformation of family life from the classical period through the present in a wide range of cultural contexts. *Thorne*

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 114 Intersections in Film. This course is designed to examine the intersection of contemporary conceptions of space and the subject in an imaginary locale: namely, the body, on the street, in a globalized world. We will examine, via film, text, and drama, the various trajectories of thought crossing this body's path and informing its actions: theories of subjectivity and performativity (Foucault, Butler, Sedgwick, Garber) and theories of space and the global (Harvey, Jameson, Deleuze, Hardt & Negri). Applying these readings, we will then "assume" affective positions at the intersection as we engage with contemporary texts, including film (*Memento*, *Run Lola Run*, *Aronofsky*, *Enigme*) and drama (*Kushner*, *Deavere Smith*). Among our considerations will be to assume the positions of past generations at similar intersections— the interwar years (Chaplin, Lang, Eisenstein) and the '60s (The Situationists, French New Wave)— and critical approaches in drama and documentary of recent historical intersections (New York, 9/11; Seattle, 1999; Los Angeles, 1991; Berlin, 2/9/89). *Frey*

LIT 132 The Idea of the Beautiful. The purpose of this course is to introduce students to a number of canonical works in the history of aesthetics. The course will focus mainly upon philosophers, theorists, poets, and artists who have taken up, in some more or less sustained or systematic fashion, the notion of "beauty" as such. We will be paying special attention to the various attempts made by these writers to "define" the concept of the beautiful (or else to show how beauty is precisely the undefinable *par excellence*). Related concepts such as "the sublime," "genius," "judgment," and "imagination" will also figure heavily in our readings and discussions. Readings will be drawn from the likes of Plato, Aristotle, Kant, Hegel, Wordsworth, and Goethe. *Glage*

LIT 161 Third World/Postcolonial Literature & 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.-Mexico Border Literature and Culture. This course will examine the U.S.-Mexico border and related issues of migration and identity. We will analyze novels, stories, essays, films, music, and art that deal with the border and its influence on both sides. We will focus on the ways in which the border has been described as a metaphor for contradictory or hybrid identity in the lives of many Chicanos/as and Mexicans. We will also study the geographical space of the borderlands from cultural,

political, and economic perspectives. Finally, we will think about the impact of immigration to the U.S., as Latinos/as evolve into the largest minority groups in the country. All texts will be in English. *Martin*

PSY 170N,S Introduction to Neuropsychology. Disorders of the brain can have a tremendous impact on how people function from day to day. Neuropsychology is the study of how such disorders impact human behavior. The goals and objectives of this course are to enhance the understanding of how the human brain operates through studying functional neuroanatomy; foster an understanding and appreciation of brain disorders; and facilitate an understanding of how applied neuropsychology is used in the assessment, diagnosis, and rehabilitation of persons having various brain disorders. The class format will include lectures, discussions, hands-on learning, and daily readings. *Buffington*

PSY 170P,S Mass Media and Mental Illness. Over the past decades a significant amount of research has been conducted to determine the effects of television and film viewing on the American public. This research has demonstrated that these media have a tremendous effect upon development of belief systems and behavior. The power of television and film to affect beliefs and the degree to which Americans are exposed to such representations combine to make mass media one of the most significant influences on individuals in American society. To understand public attitudes and beliefs regarding psychological disorders and treatment, it is clearly necessary to examine the manner in which these are treated within mass media. One does not have to look far to find representations of mental illness and disordered behavior in the media. From the use of abnormal behavior as a catalyst for humor in television sit-coms to the seemingly endless proliferation of television crime dramas, representations of psychopathology abound. In this class we will examine the many ways in which abnormal behavior and mental illness are represented in the media, as well as the risks of stigmatization and the possibilities for raising awareness that exist. *Schneider*

RELIGION 185 Ethics and the Internet. This course looks at the socio-economic effects, including the uses and abuses, of the Internet, digital media, and the devices that enable connectivity. Students will explore the meaning and values we find in technology. Special consideration will be paid to pervasive computing, handheld devices, and the changing wearables metaphor. Essays and in-class and online participation will be used as evaluation tools. Readings will be drawn from print and online sources, film and television, legal texts, and news media. *Robinson*

RELIGION 185S.01 Heroines, Harlots and Handmaids: the Women of the Hebrew Scriptures. This course will explore the literature and ancient cultural contexts of the Hebrew Bible in their contemporary canonical shape and status as the scriptures of Christian (Orthodox, Roman Catholic and Protestant) and Jewish (Judean and Samaritan) communities. Specifically, the narrative portrayal of women— narratives about women, rituals and legislation pertaining to gendered subjects, interpretation of biblical texts about women, and interpretation of biblical texts by women— will be the focus of this course. Students will utilize the interdisciplinary tools of literary analysis, cultural anthropology, sociology, archaeology, and critical inquiry to analyze the roles and status indicators of ancient Israelite women and the impact of interpretive practices on contemporary secular and religious communities. *Gafney*

RELIGION 185S.02 The Religion of Science Fiction. Speculative fiction in its various incarnations as science fiction and fantasy perennially wanders in realms traditionally considered the purview of religion, raising questions about the ordering of the universe, the nature of existence and the proper basis for human (and non-human)

relations. Through careful reading/viewing of a selection of novels, short stories, movies, and television programs, this class will explore the ways science fiction (and possibly some fantasy) replays or adapts received religious forms and invents new forms of its own. *Thrall*

WOMENST 150S.01 After the Fall of "The Wall": Women/States/Media/Cultures. This course explores relationships between women's bodies, the state, and the media in Russia, the Czech Republic, and the former Yugoslavia since the end of the Cold War. Through in-depth analysis of issues from the proliferation of pornography to widespread attacks on women's political, economic, and reproductive rights, we will examine how these issues impact young women's lives differently in three countries that have responded very differently to life after communism. We will look at political, religious, and cultural reasons for some of these differences, as well as at similarities that unite East European women in an uneasy relationship to Western feminism. Among the topics receiving primary consideration will be youth culture, sexuality and the media in Russia, and the use of women's bodies as a medium for communicating nationalist agendas in the former Yugoslavia. In addition to using sociological sources and film, we will gain further perspective by tapping the rich tradition of women's literature in this part of the world, from the comic to the grotesque. *Levesque*

WOMENST 150S.02 Chicana Feminisms. Latina and Chicana women and feminists have a long history of political struggle both within their own cultures, and/or in many U.S. contexts as well. In this course, we will realize that lumping Chicana and Latina feminisms into a generalized ethnic category robs these women of their unique contributions. Their organized efforts are often quite different in nature than those of U.S. white, liberal feminists: clean water, playgrounds, farm labor support, neighborhood and other grassroots work dominate their political dreams. Studying these historical initiatives will give us a greater understanding of power and gender dynamics in Latino communities. Focusing on the political work of Chicanas will allow us to perform some critique of other existing forms of feminism, especially those dominated by white cultural norms (such as liberal feminism, cultural feminism, and, to some degree, Marxist feminism). Students will use Chicana formulations of the political to understand both the strengths and the shortcomings of the particular ways U.S. feminisms have developed. Stated differently, we need to understand historical and political developments of all feminisms as a set of contingent possibilities rather than an unfolding of progress. Students need to be able to articulate the ways feminism has and has not changed cultural articulations of gender, sexual divisions of labor, sexual freedoms, and indeed the very concept of freedom itself. This course will seek to investigate feminism's own embeddedness in the structures of gender, race, class, and nationalism that it seeks to address. *Rudy*

Term II

CULANTH 180.01 The Anthropology of Violence. In the U.S., nearly half of us will experience some form of violence in our lifetimes. We are a nation composed of: war veterans; refugees; victims and perpetrators of child and sexual abuse, murder, mayhem, and assault; contact sport athletes and fans. Virtually all of us will encounter violence in other forms, from televised news coverage, sports, action films, music, literature, video games, national security policy, and police presence. This course will examine a number of contexts in which violence shapes both daily social life and the historical legacy that we must confront, from nationalism to international terrorism, religious rebellions to vigilante violence, and college and high school campus assaults. *Collier*

CULANTH 180.02 The Anthropology of Tourism. This course will provide a genealogical exploration of travel from the Enlightenment to contemporary times, with a particular focus on Africa. We will explore the genesis of leisure and travel as both an epistemological perspective and an increasingly central praxis in our culture. By mapping some of the structures of meaning that lie behind this intellectual history, we can begin to explore the ideological impact of travel. Further, we will critically examine the practical impacts of tourism—economically, socially, and culturally.
McDonic

CULANTH 180S The Culture of Science. In this course we examine the ways in which cultural values, ideas, and ways of thinking about the world have impacted and continue to impact the practice of science. What does it mean to be a scientist today? How does one's identity - one's gender identity, national identity, religious identity, etc. - impact the way that one thinks about doing science? When does politics impact the meaning of science? Or, perhaps, the better question might be, when doesn't politics impact science? How might scientists find themselves shaped by the ways in which they see the world around them on a day-to-day basis? Issues related to the taken-for-granted nature of science and the ethics of science become central to our examination as we consider science in different cultural and historical settings. *Friedman*

EDUC 170S The Cultural Classroom: Film and School. How accurately is the classroom portrayed on film? Do teachers truly deal with violence, drugs, apathetic students, and hostile administrators on a daily basis? Does Principal Skinner exist in real life? This seminar will examine the reality and fiction of education as portrayed through film and television. Students will analyze media representations of education in contrast to published articles and personal accounts of elementary and secondary schooling. Students will also examine the social and cultural connotations of education as portrayed by the media. *Rumsey*

ENGLISH 169S Haunted America: Ghosts and Identity in U.S. Literature. From Washington Irving's *The Legend of Sleepy Hollow* to Toni Morrison's *Beloved*, American ghost stories have explored issues of history, isolation, and cultural identity. In this survey of America's ghostly imagination, we will read texts by Irving, Morrison, Henry James, Edith Wharton, and Maxine Hong Kingston, as we uncover what American writers have felt only ghosts can tell us. *Wanzo*

LIT 120B Becoming Digital: Film & Video in the 'Digital Age.' This class will be an exploration of digital technologies as they compare to analog technologies in film and video. By watching films that use digital effects (almost all Hollywood films), are shot on digital cameras (like *Dancer in the Dark*), or are created fully in a digital medium (*Final Fantasy*, *Shrek*), we will question the effects the use of new technologies has on film practice, and also on our culture as a whole. Why does an MCI Worldcom commercial speak to "Generation D"? What would it mean to be born digital? Does the shift to digital technologies mean the death of analog technologies, and a move to a completely different paradigm? *Garci-Crespo*

LIT 131 Rewriting the "Creative:" Critically Creative Reflections on the Author as Artist and/or Activist. In this course we will read the opinions of a number of writers and theorists on the role of the writer/artist, both in terms of the writer's responsibilities to language(s) and to the world at large. We will consider what it means to (1) experiment with words, (2) create political work, and (3) construct genealogies and legacies. We will pay particular attention to the efforts of authors who resist easy disciplinary or identity placement. Our readings will be varied, but originate in the 20th/21st centuries with a focus upon the United States (with some bordercrossing into Mexico). Possible writers/artists/critics include: Gloria Anzaldua, James Baldwin, Walter Benjamin, Rosario Castellanos, Theresa Hak Kyung Cha, Jenny Holzer, Holly

Hughes, Audre Lorde, Carlos Monsivais, Toni Morrison, Adrian Piper, Jesusa Rodriguez and Liliana Felipe, Anna Deavere Smith, and Gayatri Chakravorty Spivak.
Carroll

LIT 162 Caribbean & Its North: Literature & Culture since the 1960s. The 1960s mark a distinct moment in which the Spanish Caribbean people searched for a new identity. However, these searches are clearly spawned by different historical and social conjunctures (for Cubans it is Castro's Revolution, for Dominicans it is the end of the Trujillo dictatorship, and for U.S. Latinos/as it is the struggle to reconcile the Caribbean and North American aspects of their identity). By looking at Cuban, Puerto Rican, Dominican, and U.S. Latina/o literatures, we will attempt to tease out the points of contact and of friction between U.S. Latinos/as and the Spanish Caribbean cultural productions. Ultimately, we will be trying to assess the fruitfulness of Antonio Benítez Rojo's contention that a truly accurate rendering of the Caribbean cultural sphere must encompass New York City within its boundaries. *Tuma*

MUSIC 170S Exoticism to Multiculturalism: 20th Century Music. We know that the West has changed the world, but how has the world changed the West? At the beginning of the twentieth century Western culture appeared fascinated by exotic cultures from around the world. At this turning point in our culture musicians and artists inherited the use of "the other" as exoticism, the realm of the forbidden. Paris was fascinated for decades with its discoveries of Africa and Java at world fairs and with its discovery of American Negro music. But these discoveries also changed our culture. Looking at music throughout the twentieth century— from Stravinsky to Reich, from Schoenberg to Cage, from Elvis to the Beatles to Graceland, from Ellington to Herbie Hancock to Coltrane— we will explore how "the other" has changed our music and our culture. At the end of the century we will consider the degree to which we live in a multi-cultural world. *Parks*

POLSCI 117 Comparative Government: Israeli Politics. This course will provide an introduction to the multicultural and multiethnic democratic politics of the State of Israel. Starting from an examination of the Zionist roots of the Israeli polity, special emphasis will be placed on the political party system and its development as a reflection of salient social cleavages including hawk/dove, religious/secular, Ashkenazi/Sephardi, and Jews/non-Jews. Close attention will also be paid to important elements of the Israeli political culture such as religion-state relations, the impact of war on a democracy, and electoral reform that have relevance for comparative politics beyond the Israeli case. *Diamond*

POLSCI 199A Urban Politics: Getting Along. April 6, 2001: A Cincinnati police officer shoots an unarmed African-American man. For the next ten days, a curfew is imposed to control vandalism and violence. Is there any chance for harmony? Can residents work together to manage the challenges facing metropolitan areas in an era of suburbanization, deindustrialization, and persistent social divisions? Across the country, American cities find themselves divided by racial, class, and ethnic divisions but remain engines of economic growth and the center of cultural life. In this seminar we look at how economic and social changes over the past century posed challenges to community organization and government. At times, political leaders struggled to manage conflict in schools, concerning housing, and over law enforcement methods while working towards economic progress (or halting economic decline). We consider what can and cannot be achieved by government and the prospects of curing some of these social ills. Special attention will be paid to recent events like the riots in Cincinnati, recent municipal elections and the efforts to rebuild New York. *Levine*

PSY 170P,S Mass Media and Mental Illness. See description above under Term I for PSY 170P,S. *Schneider*

RELIGION 185S Early Medieval Christianity. This course will offer an overview of the history of late ancient and early medieval Christianity. Topics will include the spread of early Christianity after the period of the New Testament; the role of the Church Fathers and Councils in the development of Christian beliefs and practices; the centrality of asceticism and monasticism to the character of Christianity; the relationship of Christianity to “pagan” religions, Judaism, and Islam (including the Crusades); the rise of the papacy, the various monastic and clerical reforms of the church; and the emergence of scholasticism. While this will be something of a survey course, students will be exposed to some of the scholarly discussions on relevant topics— for example, the debates over the degree and meaning of the Christianization of Europe in the Merovingian and Carolingian periods, the emerging interests of scholars on varying types of exegesis as opposed to the earlier focus on “orthodoxy and heterodoxy,” and the debates over the existence of an idiosyncratic Celtic Christianity in the early Middle Ages. *Crites*

WOMENST 150S.01 A Room of Her Own: Women in Literature, Art, and Film. Enter a time when women writers like Virginia Woolf and Gertrude Stein were breaking onto the literary scene, when women artists like Mary Cassatt were painting alongside Matisse and Monet, when women were the stars of the silver screen and even beginning to direct their own films. In this course, we will examine women's works in literature, art, and film in the early twentieth century, learning about their revolutionary work and the historical period in which they were produced. You will have the opportunity to engage in both critical and creative writing, from practicing the craft of analysis and argument to crafting a Steinian poem and designing your own art gallery. By looking at a variety of historical as well as artistic material, we will explore the problems of being a woman artist, the challenge of writing female characters in a radical way, confronting the intersection between race and gender, and considering the relation between women and technology. This course is an excellent introduction to writing criticism in literature and visual art and thinking about women's relations to social institutions in the twentieth century. *Kasibhatla*

WOMENST 150S.02 Sexuality in Global Context. This course explores the relationship between sexuality and globalization. Sexuality figures centrally in contemporary global phenomena such as the growing international sex-tourism, controversies over female genital mutilation, the emergence of North American style gay movements around the globe, the divergent and changing shape of the AIDS epidemic in different parts of the globe and in different ethnic and class segments in the US, and the deployment of rape as a tool of what is called “ethnic warfare.” In each of these cases sexuality and/or gender is manifestly central even as it is also clear that these phenomena are profoundly linked to, and have emerged in the context of, economic and political processes, processes in which global and local forces interact in complex ways. In this course, we will seek to understand how sexuality as a social category shapes and is shaped by global economic, social, and cultural processes. Taking a historical approach, we will look at both colonial encounters and current global processes as contexts in which sexuality has played a crucial role. Some of the questions we will address include: how do sexual identities take shape in particular historical and cultural contexts? What role does sexuality play in the construction of hierarchical relations and boundaries between places and peoples? What are the linkages between sexuality, race, class, and ethnicity? How might we intervene in these interlinked processes to promote a more humane and just future for people around the world? *Uygun*

WOMENST 150S.03 Chicana Feminisms. See description above under Term I for WOMENST 150S.02. *Rudy*

"The learning atmosphere is entirely different in the summer. Classes are more laid back and open to lots of discussion. I've really enjoyed getting to know my classmates this session."
(Student, Summer '01)

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*
EDUC 170S A Novel Approach: Literature in Schools. 5-7:05 p.m. *Rumsey*
ENGLISH 169S Fiction and Poetry of the Harlem Renaissance. 6-8:05 p.m.
Solomon
FILMVID 101S Experimental Editing: Theory and Practice. 5-8 p.m. *Middleton*
HISTORY 106S Russian Revolutionary Cinema. 6-8:05 p.m. *Miller*
LIT 114 Intersections in Film. 5-7:05 p.m. *Frey*
PHYSEDU 15A.02 Weight Training. 5-7:05 p.m. *Falcone*
PHYSEDU 15B.02 Weight Training. 5-7:05 p.m. *Falcone*
PHYSEDU 180 Performance Enhancement. 6-8:05 p.m. *Dale*
PSY 170N,S Introduction to Neuropsychology. 5-7:05 p.m. *Buffington*
PSY 170P,S Mass Media and Mental Illness. 6:00-8:05 p.m. *Schneider*
RELIGION 185 Ethics and the Internet. 6-8:05 p.m. *Robinson*
RELIGION 185S.02 Religion of Science Fiction. 5-7:05 p.m. *Thrall*
SWAHILI 1 Elementary Swahili, Part I. 5-7:35 p.m. *Mutima*
WOMENST 150S After the Fall of 'The Wall:' Women, States, Media, and Culture. 5-7:05 p.m. *Levesque* 6-8:05 p.m.

Term II

EDUC 118 Educational Psychology. 5-7:05 p.m. *Webb*
EDUC 170S The Cultural Classroom: Film and School. 5-7:05 p.m. *Rumsey*
ENGLISH 169S Haunted America: Ghosts and Identity in U.S. Literature. 6-8:05 p.m. *Wanzo*
HISTORY 101E Nationalism and Exile. 6-8:05 p.m. *Miller*
LIT 120B Becoming Digital: Film and Video in the 'Digital Age.' 6-8:05 p.m. *Garcia-Crespo*
LIT 131 Rewriting the 'Creative': Critically Creative Reflections on the Author as Artist and/or Activist. 5-7:05 p.m. *Carroll*
MMS 161 Marketing Management. 6-8:05 p.m. *Du*
PHYSEDU 15A.02 Weight Training. 5-7:05 p.m. *Falcone*
PHYSEDU 15B.02 Weight Training. 5-7:05 p.m. *Falcone*
PSY 170P Mass Media and Mental Illness. 5-7:05 p.m. *Schneider*
SWAHILI 2 Elementary Swahili, Part 2. 5-7:35 p.m. *Mutima*

Study Abroad

The Duke University Office of Study Abroad, in cooperation with several university departments and programs, provides opportunities for students to study abroad while earning Duke University credit. Applications from non-Duke students are welcome. Further information about these programs can be obtained from the program directors or from the Office of Study Abroad, 2016 Campus Drive, Duke University, Box 90057, Durham, NC 27708-0057 (Tel.: 919/684-2174, Fax: 919/684-3083, E-mail: abroad@asdean.duke.edu) or see our website (www.aas.duke.edu/study_abroad). All programs are subject to change or cancellation. The application deadline is February 15, 2002.

Australia: Sydney, the Northern Territories and Queensland (June 19 to August 6). 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 Department of Biology Professor Rytas Vilgalys. 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 Vilgalys, 354 Biological Sciences Bldg., Box 90338, Durham, NC 27708 (Tel.: 919/660-7391, E-mail: fungi@duke.edu).

China: Beijing (June 13 to August 16). 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 Drive, Box 90411, Durham, NC 27708 (Tel.: 919/684-2604).

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

Program 1: Tropical Ecology. (May 28 to June 15). 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. (July 14 to August 14). 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).

England: London-Drama (June 29 to August 9). 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 *THEATRST 117S/ENGLISH 176B,S: Theater in London: Text* (AL)/AL, IAA and *THEATRST 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, Department of Theater Studies, 212 Bivins Building, Box 90680, Durham, NC 27708-0680 (Tel.: 404/888-9236, E-mail: jclum@duke.edu).

England: London-Media (July 5 to August 16). 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 100 E: Politics and the Media in Britain* (SS) (cross-listed with Comparative Area Studies) 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 (June 28-August 10). 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 29 to August 9). 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 (2 cc) 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 (May 17 to June 29). 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 Duke faculty. 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 program director Professor Michele Longino, Department of Romance Studies, 212 Languages Building, Box 90257, Durham, NC 27708 (Tel.: 919/660-3112, E-mail: michelel@duke.edu).

Germany: Erlangen (May 10 to June 28). This 7-week, 2-course program focuses on spoken as well as written German; introduction to German culture and society through poems, songs, films, and other authentic materials. Resources include audio, video, and computer-based materials. Courses include *GERMAN 1: First-Year German Language and Culture I.* (FL) FL (1 course credit); *GERMAN 63: Intermediate German Language and Culture I.* (FL) FL (1 course credit); *GERMAN 150: Advanced Grammar, Composition and Current Issues.* (FL)/CCI, FL (1 course credit); and *GERMAN 153: Aspects of Contemporary German Culture.* (CZ)(FL)/CCI, CZ, FL, IAA (1 course credit). All are taught by faculty members of the University of Erlangen. No pass/fail option is permitted, nor is auditing permitted. 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 10 to June 22). 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 (May 16 to June 29). 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 Professor Lee Baker of the Department of Cultural Anthropology. 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 with guest families. For further information, contact Professor Lee Baker, Department of Cultural Anthropology, 114B Social Sciences Bldg., Box 90091, Durham, NC 27708 (Tel.: 919/681-3263, E-mail: ldbaker@duke.edu).

Greece: Athens and the Islands of the Aegean (May 16 to June 16). This four-week, one-course program combines reading and discussion of key philosophical texts with visits to the important archaeological sites and museums in various regions of this spectacular country. 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. The course, *PHIL 127: The Birth of Reason in Ancient Greece* is taught by Michael Ferejohn of the Department of Philosophy. Concentration is on Athens, Northern and Southern Greece, as well as the Cycladic Islands. Travel in Greece is by private coach. Accommodations are in hotels. For further information, contact Professor Michael Ferejohn, Department of Philosophy, 201B West Duke Bldg., Box 980743, Durham, NC 27708 (Tel.: 919/660-3053, E-mail: mtf@duke.edu).

India: Mumbai (Bombay) (May 21 to July 6). A two-course, seven-week program will be based in Mumbai (Bombay). The first course is *AALL 138: The Media in Modern India*, focusing on the role of the media (particularly film) in contemporary Indian culture, is taught by Professor Satendra Khanna of Duke. The second course, *AALL 139: Gender and Expressive Culture in India* (AL)(CZ)/AL, CCI, CZ, IAA, will examine cultural relationships and investigate social and religious factors that shape gender roles. This course is taught by Professor Mekhala Natavar of Duke. The first four weeks of the program are in Mumbai, the last three weeks conclude with a trip to Pune, Delhi, Agra, and Jaipur. Accommodations will be in hotels. For additional information, contact Professor Satendra Khanna (Tel.: 919/660-4361, E-mail: skhanna@duke.edu) or Professor Mekhala Natavar (Tel.: 919/660-4360, E-mail: mekhala@duke.edu), of the Department of Asian and African Languages and Literature, 2101 Campus Drive, Durham, NC 27708.

Italy: Venice (May 18 to June 29). This two-course, six-week program will study the art and culture of Venice in the Renaissance. Duke program director, Professor Neil DeMarchi, of the Department of Economics, will teach one course focusing on the economics of art and the market forces that help shape its creation. 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 DeMarchi, Department of Economics, Social Sciences, Box 90097, Durham, NC 27708 (Tel.: 919/660-1834, E-mail: demarchi@econ.duke.edu).

Russian Republic: St. Petersburg (May 7 to June 27). 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 University of St. Petersburg by faculty members of the University. A minimum of two semesters of college level Russian is suggested; however, beginning students may also be accepted, depending upon the number of participants. Students are housed either in an apartment hotel or with families. For further information, contact the program director Professor Edna Andrews, Department of Slavic Languages and Literatures, 314 Languages Building, Box 90259, Durham, NC 27708-0259 (Tel.: 919/660-3140, E-mail: eda@duke.edu).

South Africa: Gauteng Province (May 13 to June 24). The Department of Biological Anthropology and Anatomy offers a two-course, six-week, field-study program in the *Cradle of Humankind*, a World Heritage Site in Gauteng Province. Students will experience paleoanthropology first hand and discover the natural history of southern Africa by conducting excavations at the site of Plover's Lake; explore wildlife and ecology while living on a game reserve in the Magaliesburg Mountains; visit important fossil sites; view original fossils – the Taung baby and "Mrs. Ples" – in their respective museum collections; and explore various biomes during excursions to Sandanha Bay, Cape Town and the Cape of Good Hope. Students enroll in *BAA 102L: Paleoanthropological Field Methods* (NS)/NS, R, and *BAA 101L Quaternary Prehistory of Southern Africa* (NS)/NS, R (Prerequisite: BAA 093). For further information, contact the program director, Professor Steven Churchill, Department of Biological Anthropology and Anatomy, 04 Biological Sciences Building, Box 90383, Durham, NC 27708-0383 (Tel.: 919/660-7388, E-mail: churchy@duke.edu).

Spain: Malaga and Madrid (mid-May to late June). 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, 2001-2002 (available on the web at <http://registrar.duke.edu/bulletins/Undergraduate/>). Course descriptions are also available on ACES web. See <http://www.siss.duke.edu/Schedule/>. Select an academic term, then a subject area. The course description will appear after clicking on a specific course number.

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

Physics

Allen Building

North Building

Biological Sciences

Gross Chemical Lab

Teer Engineering

Levine Research Center

Medical Center

Davison Building

Jones Building

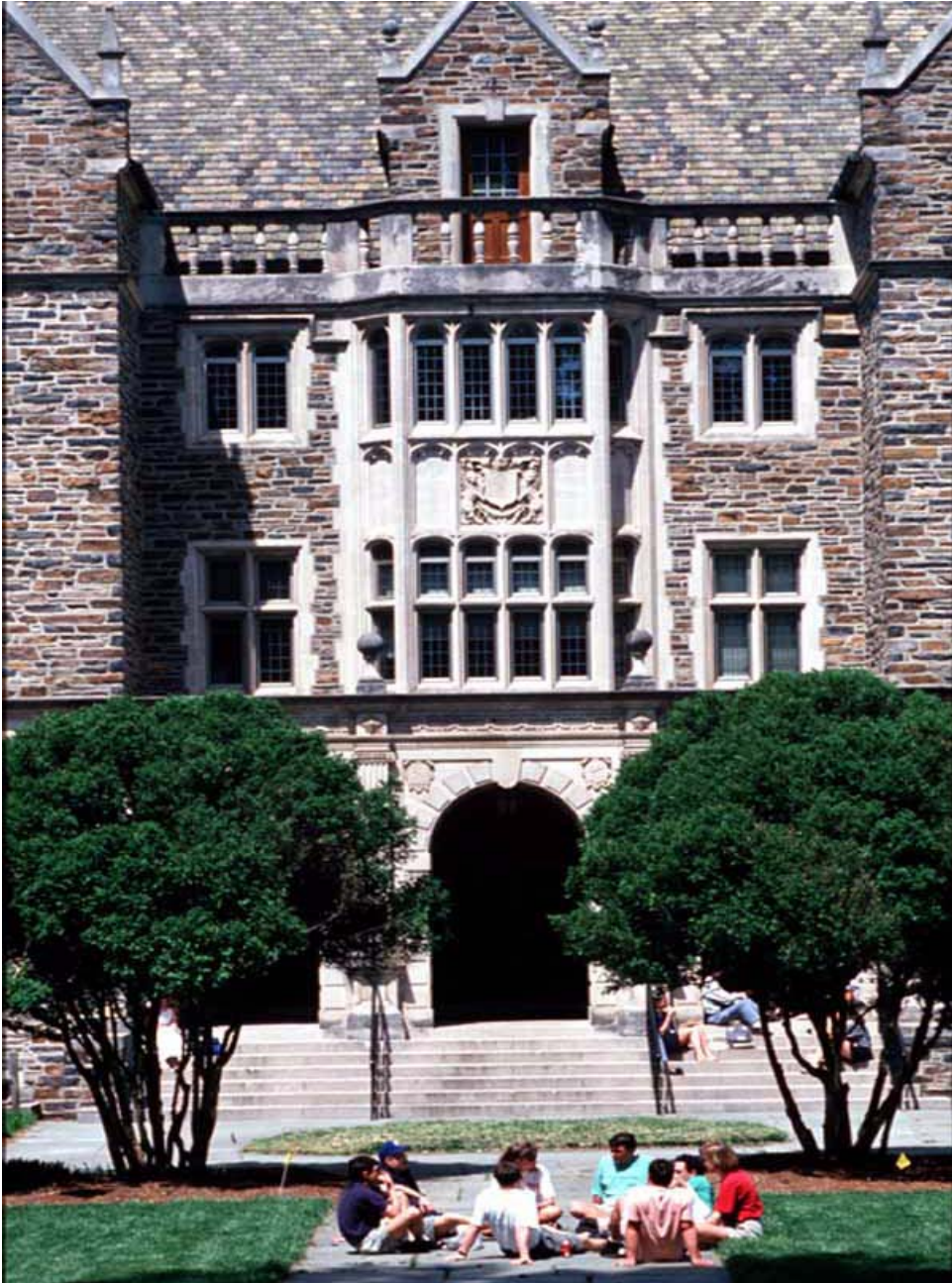
Sands Building

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 (daytime) 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 26	Wednesday	Term I Final Examinations begin.								
		<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Period:</th> <th style="text-align: left;">Examination time:</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>9:00 a.m.-12:00 noon</td> </tr> <tr> <td>3</td> <td>2:00 p.m.-5:00 p.m.</td> </tr> <tr> <td>1, 7, 8</td> <td>7:00 p.m. - 10:00 p.m.</td> </tr> </tbody> </table>	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.
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 27	Thursday	Term I Final Examinations continue.								
		<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Period:</th> <th style="text-align: left;">Examination time:</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>9:00 a.m. - 12:00 noon</td> </tr> <tr> <td>5</td> <td>2:00 p.m. - 5:00 p.m.</td> </tr> <tr> <td>6, 9</td> <td>7:00 p.m. - 10:00 p.m.</td> </tr> </tbody> </table>	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.
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 9	Friday	Term II Final Examinations begin.								
		<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Period:</th> <th style="text-align: left;">Examination time:</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>9:00 a.m. - 12:00 noon</td> </tr> <tr> <td>3</td> <td>2:00 p.m. - 5:00 p.m.</td> </tr> <tr> <td>1, 7, 8</td> <td>7:00 p.m. - 10:00 p.m.</td> </tr> </tbody> </table>	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.
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 10	Saturday	Term II Final Examinations continue.								
		<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Period:</th> <th style="text-align: left;">Examination time:</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>9:00 a.m. - 12:00 noon</td> </tr> <tr> <td>5</td> <td>2:00 p.m. - 5:00 p.m.</td> </tr> <tr> <td>6, 9</td> <td>7:00 p.m. - 10:00 p.m.</td> </tr> </tbody> </table>	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.
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: _____ -- -- _____ Citizenship _____

Date of Birth: _____ Sex _____

Current Mailing Address:

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

Permanent Address:

street city state zip code
Telephone: ()

Next of Kin: _____
name relation

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

Email address: _____

Please register me for the following course(s).

	Course Number	Course Name	For Credit	For Audit
Term I				

	Course Number	Course Name	For Credit	For Audit
Term II				

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

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

Expected date of graduation? _____

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

If yes, explain: _____

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

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

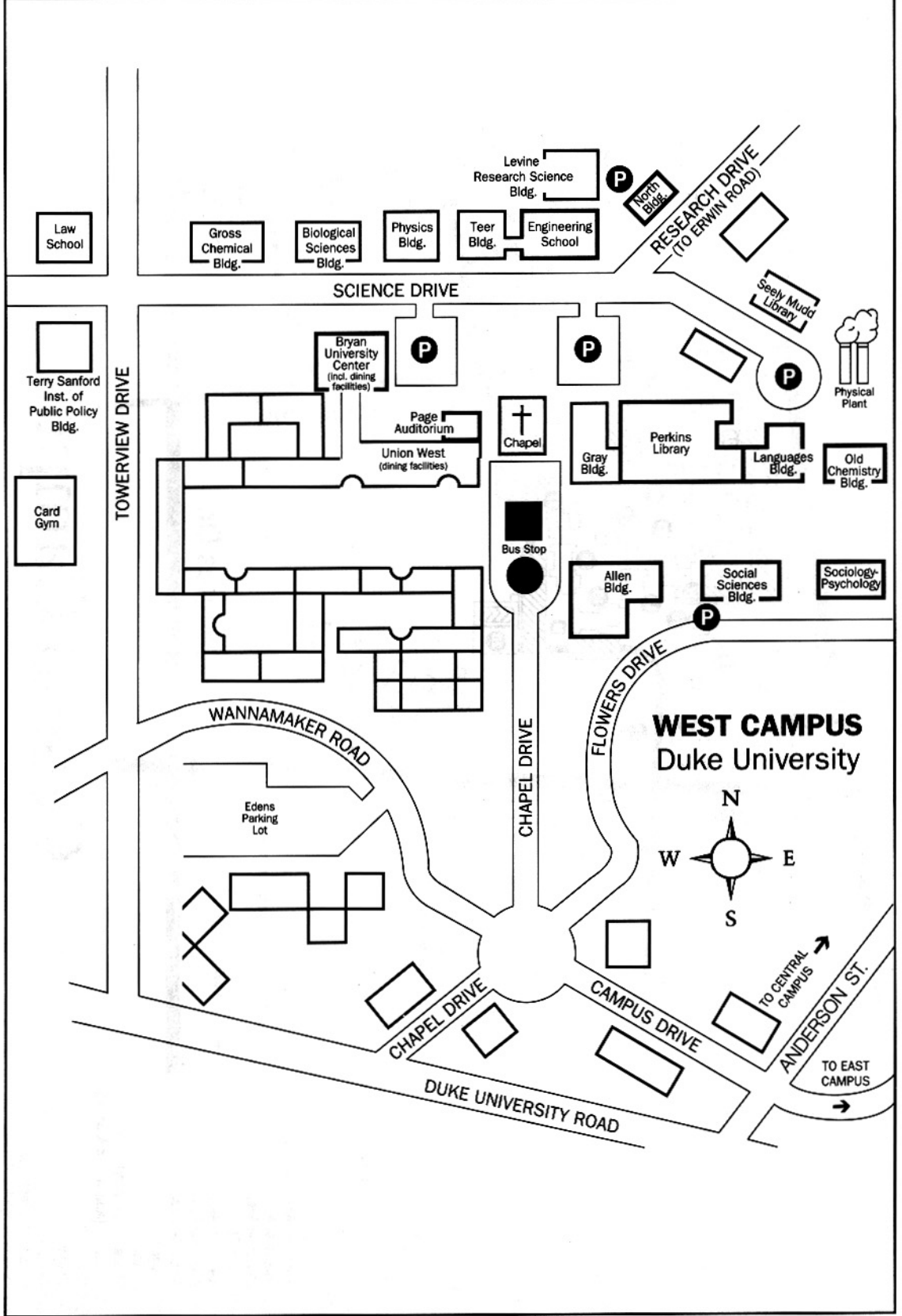
Were you on any type of academic or disciplinary probation at the time you left any of the institutions above? No. Yes. If yes, explain: _____

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

(Please attach a copy of your admissions offer.)

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

 signature date



Law School

Gross Chemical Bldg.

Biological Sciences Bldg.

Physics Bldg.

Teer Bldg.

Engineering School

Levine Research Science Bldg.

North Bldg.

RESEARCH DRIVE
(TO ERWIN ROAD)

Seelye Mudd Library



Physical Plant

SCIENCE DRIVE

Bryan University Center
(incl. dining facilities)

P

Page Auditorium

Union West
(dining facilities)



Chapel

Gray Bldg.

Perkins Library

Languages Bldg.

Old Chemistry Bldg.

P

Allen Bldg.

Social Sciences Bldg.

Sociology-Psychology

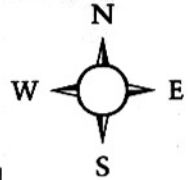
P

Bus Stop

CHAPEL DRIVE

FLOWERS DRIVE

WEST CAMPUS
Duke University



WANNAMAHER ROAD

Edens Parking Lot

CHAPEL DRIVE

CAMPUS DRIVE

TO CENTRAL CAMPUS

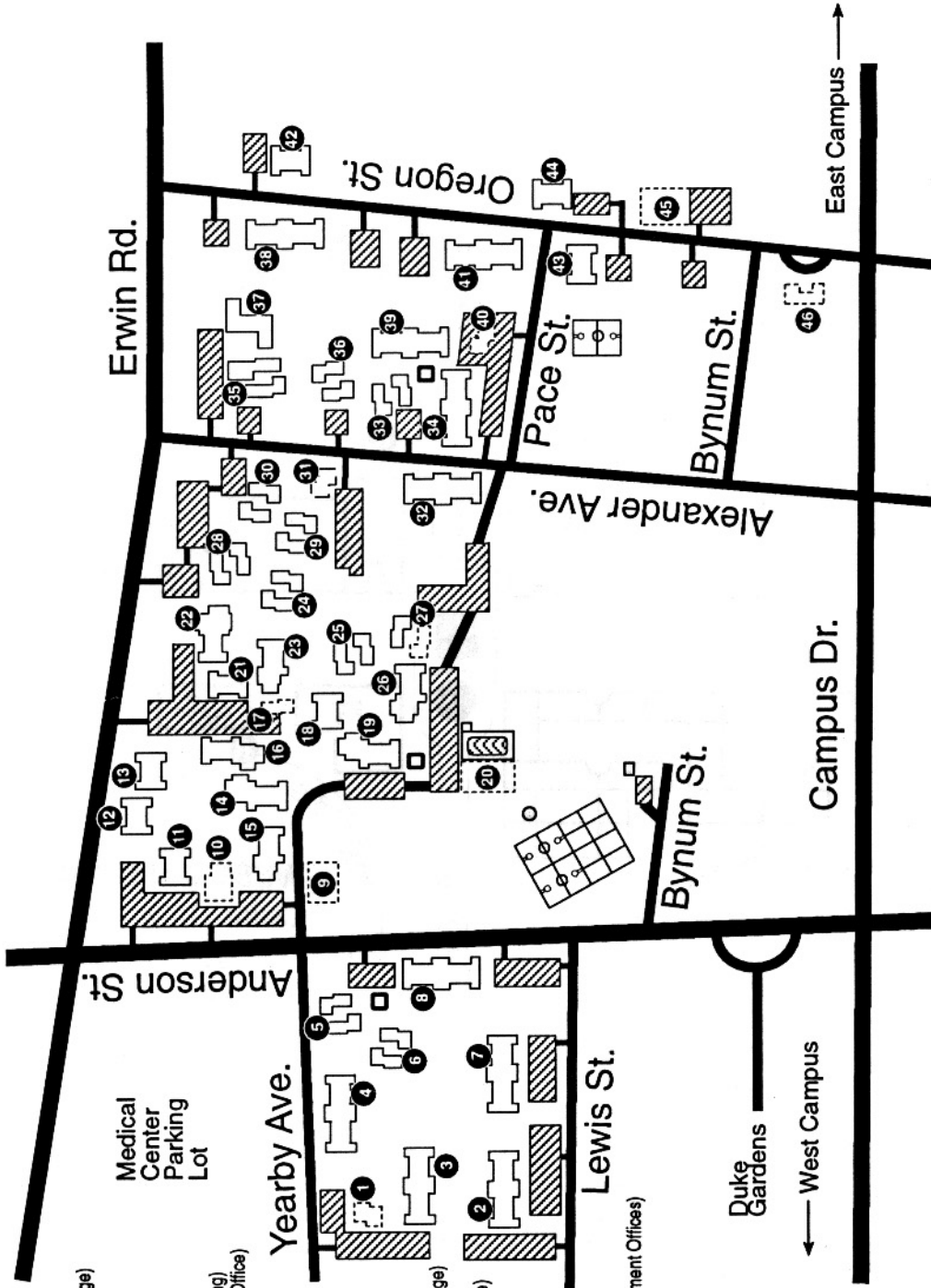
ANDERSON ST.
TO EAST CAMPUS

DUKE UNIVERSITY ROAD

TOWERVIEW DRIVE

Terry Sanford Inst. of Public Policy Bldg.

Card Gym



Central Campus

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

MARKHAM AVENUE

EAST CAMPUS Duke University

Summer
Session
Office

Bishop's
House/
Summer
Session

Pre-Major
Advising
Center

East Campus
Union
(dining facilities)

The Ark
(dance)

East Campus
Store

Duke
University
Museum
of Art

Epworth
House

Bus Stop

Washington
Duke
Statue

West Duke
Building

East Duke
Building

CAMPUS DRIVE

← TO WEST
CAMPUS

MAIN STREET

BUCHANAN BOULEVARD

