
bulletin of
Duke University
Summer Session
2003



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.

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The information in this bulletin applies to the Summer Session year 2003 and is accurate and current, to the extent possible, as of January 2003. 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.

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Duke University Summer Session

Term I

May 15 – June 26

Term II

June 30 – August 9

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	27
Study Abroad	28
Course Descriptions and Synopses	32
Curriculum Codes	33
Additional Course Schedule Information	34
Buildings	34
Schedule of Classes	35
Final Examination Schedule	35
Registration Form	36
Map of West Campus	38
Map of Central Campus	39
Map of East Campus	40

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Welcome to Summer Session 2003!

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

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

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

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



Calendar

March

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

May

15 Thursday Term I classes begin.

19 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.

26 Monday Memorial Day; classes in session.

June

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

23 Monday Term I classes end.

24 Tuesday Reading Period, Term I.

25 Wednesday Term I final examinations begin.* (See p. 35 for examination schedule.)

26 Thursday Term I final examinations end.

30 Monday Term II classes begin.

July

2 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 Friday Independence Day holiday.

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

August

7 Thursday Term II classes end.

8 Friday Term II final examinations begin.* (See p. 35 for examination schedule.)

9 Saturday Term II final examinations end.

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

"You get to have a more personal relationship with your professors because there are fewer students here. It's a very rewarding experience, and the relaxed atmosphere is a nice change from the regular academic year."

(Student, Summer '02)

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 28) register through the Office of Study Abroad (919) 684-2174. Students desiring Marine Lab courses (see Marine Lab section on page 18) register through the Duke University Nicholas School of the Environment, Marine Lab (252) 504-7502.

Undergraduate students who plan to enroll for courses, and graduate students who plan to enroll for research (graded or ungraded) or continuation in one or more terms of the 2003 Summer Session, are urged to have their course programs approved by their respective schools or colleges. Typically, but with the exception of the Master of Arts in Liberal Studies and the Master of Arts in Teaching programs, if a graduate student continuing in a degree program registers in the summer session, it is for continuation only.

ACES PIN (Duke students only). Duke students in residence during the spring semester receive their ACES personal identification number (PIN) from their advisors. Students not in residence during the spring receive their ACES personal identification number (PIN) with their mailed registration packet or by email. The PIN for Summer Session is the same as the PIN for fall semester 2003.

Summer registration begins March 26 for all Duke undergraduate and graduate students, regardless of the date of the registration window for fall semester, and continues through the first three days of each summer term. Have your Duke email login and password plus your PIN available when you get ready to access ACES.

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

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

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

completed registration form should be mailed or faxed to the Office of the Summer Session, Box 90059, Duke University, Durham, NC 27708-0059; FAX: (919) 681-8235. Upon receipt of the registration form we will mail you a confirmation letter and fee statement, or an explanation of rejection. When registering late or close to payment deadlines, it is advisable to send tuition and fees to the Office of the Bursar immediately (Box 90035, Duke University, Durham, NC 27708-0035). Registration forms received early will not be processed until summer registration begins on March 26.

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

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

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

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

For independent study at a distance, there are additional requirements: the student must work with a colleague of a Duke faculty member at that distant site, or if the neces-

sary 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: \$1,872 for each regular or non-science lab course, \$2,496 for each science course with a lab (BIOLOGY 108L, CHEM 21L, CHEM 22L, CHEM 151L, CHEM 152L, PHYSICS 53L, and PHYSICS 54L), \$1,248 for each half-course program, \$624 for each quarter-course program, and \$3,744 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: \$1,872 for enrollment in a regularly offered Arts and Sciences' course or an independent study, \$2,496 for each science course with a lab, and \$1,248 for each physical education activity course.
3. Ungraded graduate research: \$820 per unit.
4. Graduate continuation fee: \$1500 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: \$936 for each regular or non-science lab Arts and Sciences' on-campus course, or \$1,560 for a science course with a lab (Engineering courses, including COMPSCI 120L, not included).
6. Applied Music Fees: \$178 for 1/2 hr. private lessons; \$348 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 \$84 student health fee per enrolled summer term. **Duke graduate students** registered for Graduate Continuation only are required to pay a \$168 student health fee for the entire summer. **Visiting students** registered for on-campus courses are required to pay a \$84 student health fee for each summer term in which they are registered for two or more courses. **Marine Laboratory** and **Ralph Bunche Summer Institute** students are required to pay a \$70 student health fee per term. (*The Health Fee charge is subject to change.*)

Transcript Fee. A one-time transcript fee of \$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

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

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

For Arts and Sciences offerings, the 2003 auditing cost is \$187 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 1, 2003. Payment for Term II charges will be due on or before Monday, June 16, 2003. *If payment is not received by these dates, registration will be canceled.*

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

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

"Summer Session allows you to focus on one or two courses. Pouring all your time and energy into one or two courses makes learning easier and more efficient."

(Student, Summer '02)

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

Drop/Add

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

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

Dropping, Withdrawal, and Refunds

1. There is no financial obligation of tuition and fees for students who officially drop their course(s) *prior to the first day of the term.* Currently enrolled Duke students must use ACES; all other students must contact the Summer Session Office. Never attending a class for which you have registered, or nonpayment for classes for which you have registered, *will not* drop you from the class roll(s) nor release you from financial obligations. Course withdrawal fees will be assessed.
2. There is a financial obligation of \$150 per course plus no refund of the health fee for students who drop their course(s) during the official three day drop/add period at the beginning of each summer term if this results in any reduction in course load not offset by adding a course or courses of equal value in the same term. Duke students should use ACES; visiting students and Duke students unable to use ACES must contact the Summer Session Office and leave a message on voice mail.
3. After the first three days of the term when drop/add ends, students may withdraw from their course(s) for compelling reasons only with the permission of their academic dean and by turning in a completed withdrawal form to the Registrar's Office by 4 p.m. on June 11 for Term I; and July 25 for Term II. Duke students obtain withdrawal forms from their academic dean, and visiting students obtain them from the Summer Session Office. Students will receive either a *WP* or *WF* (Withdrawn Passing/Failing) from their instructor(s) for each course withdrawn on their official transcript. There is a financial obligation of full tuition and fees for withdrawing from a course. No refunds are possible. In addition to being assessed full tuition and fees, students— by not officially withdrawing, and not attending— may receive a grade of *F* on their official transcript.

Financial Aid

Duke Students. All current Duke undergraduates receiving financial aid during the regular academic year are also eligible to receive financial aid for two summer session terms. These two summer terms of financial aid are in addition to the eight regular academic year semesters. Summer financial aid may be used for on campus study, or for 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 submit these forms for the coming year if studying during Summer Session Term II. Inquiries concerning need-based financial aid availability and application procedures should be directed to the Office of Undergraduate Financial Aid, 2106 Campus Drive (684-6225). *Applications should be submitted no later than two weeks before the beginning of each term to the Office of Undergraduate Financial Aid.*

Financial aid for Duke undergraduates desiring to study abroad is available for 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 2003 must be completed and submitted to the Office of Study Abroad by 5 p.m., Friday, February 14, 2003.** 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.

"The humanities classes are so intimate in the summer, and the material is reinforced so much with the daily contact that I felt far more involved with my courses than during the regular year."

(Student, Summer '02)

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.

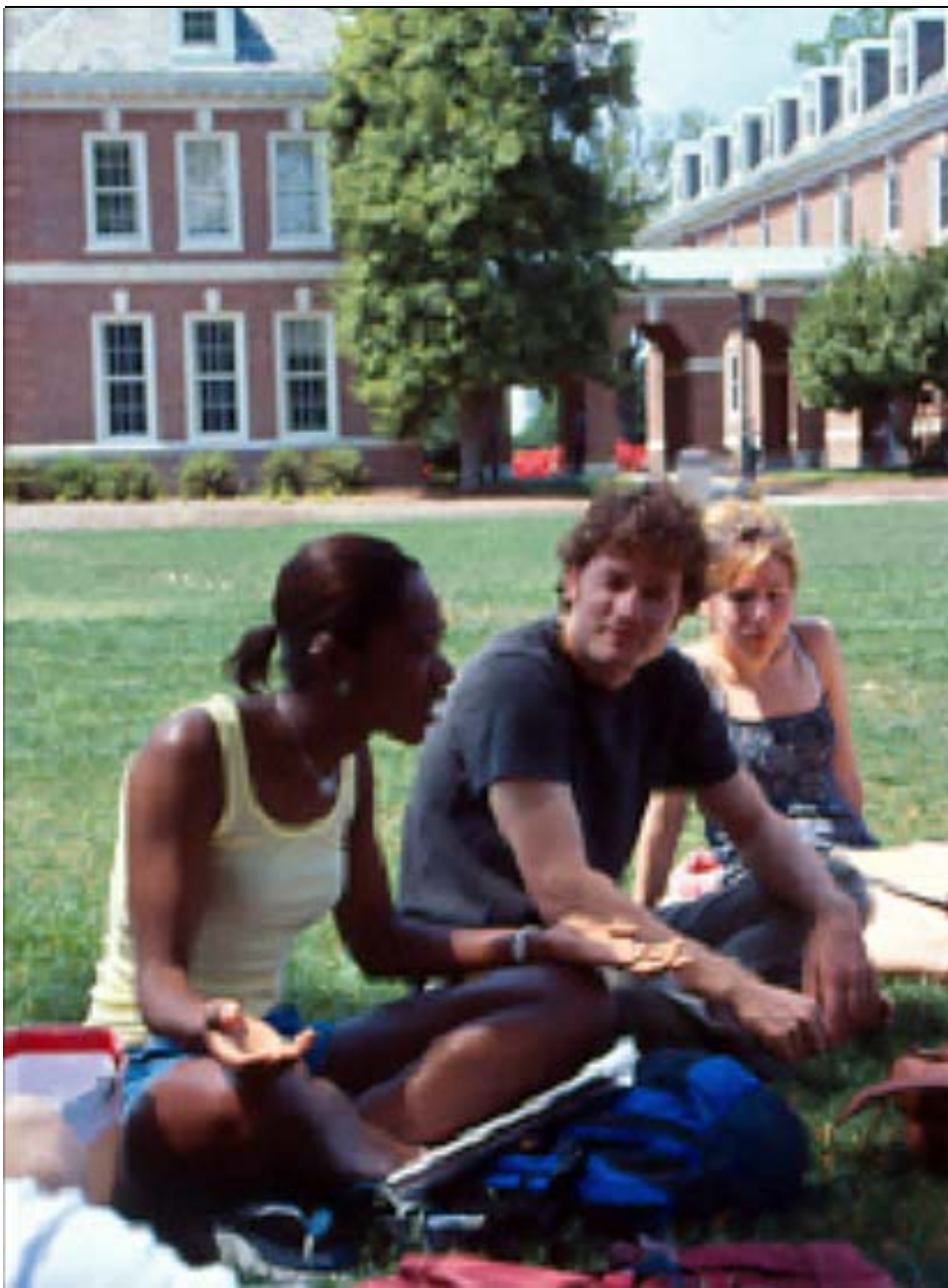
Computer Resources. Central Campus has its own computer room, located at 218 Alexander Avenue, Apt. C, containing a cluster of IBM PCs and Macintosh systems connected to DukeNet, which can be accessed with the DukeCard twenty-four hours a day. Also, two computer clusters are available in Perkins Library 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 the Institute of the Arts (660-3356) and the University Union, in conjunction with the Summer Session office, plan an artistically stimulating environment for the campus and community. Special events such as chamber music by the Ciompi Quartet, 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 by playing Intramural softball. Enter softball teams at Captains' Meeting, May 15 in Term I and June 30 in Term II. Play goes on from Monday through Thursday nights between 5 and 9 p.m. during both summer terms. In addition, you are eligible to use the many athletic facilities on Duke's campus for a small recreation fee, including basketball and tennis courts, swimming pools, track, and weight room (Nautilus, Universal machines, lifestep, lifecycle, rowing machines, and free weights). Physical education equipment is available to all students enrolled in summer school for a small fee. Physical education lockers are available for use at no charge, but you will need to supply your own lock 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 relatively few distractions make it easier to concentrate just on your classes and do well. The fact that the 'semester' is condensed into six weeks helps keep material fresh in mind for tests."

(Student, Summer '02)

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 \$13.33/night per person; two-bedroom apartments at a cost of \$16.60/night; or three-bedroom apartments at a cost of \$14.14/night. Married couples including at least one Duke summer student may live together in the apartments at the following costs: one-bedroom-\$26.59/night; two-bedrooms-\$33.13/night; or three-bedrooms-\$42.28/night. A lounge is available for residential programs. Complete laundry facilities are provided. For further information and a housing application, contact: Housing Assignments, Residence Life and Housing Services, Box 90451, (218 Alexander Ave., Apartment. B), Duke University, Durham, NC 27708-0451. Tel. (919) 684-4304. Email: housing@studentaffairs.duke.edu.

Dining Arrangements. Summer dining plan debit accounts are entirely optional, and were developed in response to student demand. Three debit account levels are available: small (\$210 per term), medium (\$440 per term) and large (\$700 per term). Dining plans are activated at the DukeCard Office, 100 West Union Building, 684-5800 and will be charged to your Bursar Account. DukeCard Dining or Flexible Spending Account (FLEX) can be used to purchase food items in any campus dining facility, convenience store, vending machines as well as pizza and sub sandwiches from several off-campus merchants that deliver food to campus. More information is available from Dining Services Administrative Office, 029 West Union, 660-3900; <http://aux-web.duke.edu/Dining>.

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

Transit Services, Parking, Bicycles. Duke University Transit operates seven days a week between the hours of 7:30 a.m. and 9:15 p.m. Summer 2003 bus schedules will be available on the web at <http://transportation.duke.edu> after May 1, 2003, or by calling 919/684-2218. SAFE Rides, 919/684-SAFE(7233), Duke's dusk-to-dawn escort van service, provides door-to-door service to certain off-campus locations where Duke Transit does not serve, and service on campus after Duke Transit has ended evening service (9:15 p.m.).

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

Many students enjoy the short walk from Central Campus Apartments through the gardens to West Campus, or ride their bicycles. Registering personal bicycles with Parking & Transportation Services or Duke Police is encouraged. Individuals who do not bring a bicycle to campus may rent from area bike shops. SAFE Rides, Duke's dusk-to-dawn escort service, is also available 5 p.m.-7 a.m. Call 919/684-SAFE (7233) for a van ride across campus or to some off-campus locations (service area maps available at the Transit Office, 919/684-2218).

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



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

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 15-July 10, 2003, Mondays, Wednesdays, and Thursdays, 4:30-6 p.m. \$650 plus materials per course. For more information call (919) 684-2621.

The Duke Writers' Workshop. This creative writing program, featuring a palette of genres including short fiction, the novel, nonfiction, and poetry, is offered by the Office of Continuing Education and Summer Session in conjunction with Alumni Lifelong Learning. This year, the 24th annual Duke Writers' Workshop will be held at a retreat center in North Carolina. For further information on the Duke Writers' Workshop, 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, and Constructing Your College Experience. 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 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: admissions@div.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 2003 Academy will be July 13-26. Applications are due February 21, 2003. For additional information call (919) 660-3542, e-mail duyouth@div.duke.edu or consult the web site: <http://www.duyouth.duke.edu>.

The American Dance Festival. This world renowned program of American and international dance attracts students and dance aficionados to the Duke campus every summer. Over a six-week period (June 5-July 19) you can take a wide variety of dance classes and workshops, participate in the ADF Arts Administrative Internship Program, or simply enjoy the performances. For course registration information or for a season performance brochure, write to the ADF, Box 90772, Duke University, Durham, NC 27708-0772; call (919) 684-6402; FAX (919) 684-5459; e-mail: adf@americandancefestival.org; web site: <http://www.americandancefestival.org>.

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

Duke University Nicholas School of the Environment and Earth Sciences, Marine Laboratory. Located on the coast of North Carolina in Beaufort, the Marine Lab offers courses that fulfill requirements for a variety of majors. During Term I students take one of five intensive classic marine biology courses or General Physics. During Term II's Integrated Marine Conservation Program students usually take Conservation Biology & Policy plus one of seven complementary electives. Alternatively, enrollment in only one course is possible in Term II. Undergraduates, graduate students, and those who already hold an undergraduate or graduate degree are eligible. Summer internships and tuition scholarships are available on a competitive basis. For information see <http://www.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: ml_admissions@env.duke.edu.

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

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

"The study is intensive, but rewarding. You quickly become immersed in the subject matter."

(Student, Summer '02)

Special/Selected Topics Courses

Term I

CULANTH 180S Global Feminisms. This course will consider the emergence of feminism as a global phenomenon in the world today, including its presence in policy-making and transnational advocacy. Combining relevant feminist theory with detailed, comparative case studies, we will examine questions such as: what counts as feminism/feminist? what relationship do these terms have to local histories and ongoing political and cultural struggles such as nationalism, anti-racism, and religious fundamentalism? what contradictions are raised by the increasingly globalized reach of feminism as a way of talking about social reality and social change? how are feminist organizing practices impacted by the contemporary realities of movement, migration, and border-crossing? *Settle*

CLST 180 Of Love and Loss: Elegy Yesterday and Today. Elegy is today a poetic genre firmly associated with love and loss. Yet at the time of its origins in Archaic Greece (750-500 BCE) it was simply a meter in which poets glorified soldiers, disputed political battles, and even defended law codes. How did the genre get here from there? This course will explore the historical evolution of elegy from its broad beginnings in the Archaic Greek world to its present-day variety. Students will have the opportunity to see this literary genre not only as a complex verbal system with psychological consequences, but as something that is deeply implicated in and affected by the processes of history. Throughout its evolution poets have turned to elegy in times of great cultural turmoil. How do elegiac poets relate their private poetry to public trouble? Is the private, poetic consolation of a literary genre a worthwhile, even ethical response? *Findley*

ENGLISH 169S Fiction of the Harlem Renaissance. In this course, students will read novels written during the Harlem Renaissance. The reading list includes work by Jessie Fauset, Claude McKay, 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*

ENGLISH 169S American Satire. This course focuses upon comic and satirical writing in the U.S. from the gilded age to the dot-com implosion, taking off with Mark Twain's yarns of greed and hubris and winding down with recent salvos from *The Baffler* and *The Onion*. We will examine issues such as: how has satirical fiction and journalism engaged, interrogated, and influenced economic, political, and social developments in the United States? what formal and linguistic elements animate comedic writing? how have strategies of humor and criticism evolved with the contemporary scene, and what, if anything, is American about them? Materials to include fiction by Twain, Loos, West, Heller, Thompson, Reed, Chin, DeLillo, and Frank, cartoons, comics, stand-up and sundry. *Feerst*

HISTORY 106S The Experience of Emancipation: African-American Lives After Slavery, 1780-1930. This course traces the experiences of those who gained release from bondage from the eighteenth century to the generation of the Great Depression. Each generation of newly freed persons faced the reality that emancipation was just the start

of a long life in between slavery and freedom. How did the emancipated of each generation cope with the wounds of bondage, deal with the shock of marginality in a 'free' society, relate to those still enslaved, negotiate with white allies? How did they develop strategies for group struggle, weigh the promise and perils of individual assimilation, and subvert what they could not change? What did each free generation bequeath the next? Course readings will include David Walker's *Appeal*, Leo Spitzer's *Lives In Between*, Nell Painter's *Sojourner Truth*, Noel Ignatiev's *How the Irish Became White*, Tera Hunter's *To 'Joy My Freedom*, W.E.B. DuBois's *Souls of Black Folk*, and David Zang's *Fleet Walker's Divided Heart*. *Nathans*

HISTORY 196S Slavery in History, Film, and Fiction. Slave narratives, antislavery writings, novels, plays, films, historic sites, and museums have created a wide range of representations of American slavery and its legacies. This course invites students to explore how these various forms presented slavery, with what purpose, and to what targeted audiences. What forms best convey the 'truths' of slavery? The stakes of representation have always been high: for the enslaved person seeking survival or freedom, for the antislavery advocate seeking abolition, for ex-slaves or descendants seeking rights or redress. The last half-century especially has prompted revisionist views of bondage: the Civil Rights movement inspired a quest for heroes, community, and slave rebels; the Holocaust highlighted slavery's traumatic cost and opened the issue of reparations. Books will include *Early African-American Classics*, *Uncle Tom's Cabin*, *Modern Medea*, *Slaves on Screen*, and *Kindred*. Film segments will include *Amistad*, *Beloved*, *Burn*, *Gullah Tales*, *Glory*, *Gone with the Wind*, *Nat Turner*, *Roots*, *Sankofa*, *Spartacus*. *Nathans*.

HISTORY 196S The History of Sexuality in America. Sex is often thought of as an unchanging need, behavior, or instinct— a form of experience without history. Yet even in the recent past, sexual desires, activities, identities, attitudes, and technologies have undergone profound transformations. This course will examine the last four hundred years of sexualities in the lands that today constitute the United States. We will pay particular attention to how sexual deviance has been defined and experienced historically, and how the changing notions of deviance have shaped what is permissible and acceptable throughout American history. Among the topics we will cover are birth control and abortion; interracial and interethnic sexual identities; sexually transmitted diseases; capitalism, migration, state and empire building, and economies of sex; sexual violence; lesbian, gay, bisexual, and transgender identities and communities; and the changing definitions of gender and sexual norms and deviance. We will explore the centrality of sexuality to history as a whole and the ways in which the study of sexuality offers opportunities to re-think major themes in U.S. political, social, and cultural history. *Lekus*

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 Film Theory. Divas, Bitches and Vamps: The Visual Politics of Camp. From Marilyn to Madonna, from Princess Diana to Diana Ross, the campy diva has given individuals who are marginal to the norms of gender, sexuality, and even race an image through which their marginality can be articulated into something powerful and subversive. In this course, we will use the image of the glamorous but flawed diva as a way to discuss the relation camp has to feminist, queer, and anti-racist politics. We will begin by historicizing the cinema of camp, from classic Hollywood movies to the films of Andy Warhol. We will also examine how certain divas like Mae West, Diana

Ross, and Prince, for instance, deploy racial tropes in the construction of their glamour. In this vein, we will ask theoretical questions about whether the culture of camp is too 'unserious' to handle the more 'serious' political questions of racism, sexism, homophobia, and classism. Next, we will examine the uses of camp in documentary film (*Paris is Burning*) and avant-garde film (*Looking for Langston*). Lastly, we will take notice of the current mainstream appropriation of the camp sensibility, as in VH-1's Divas Live concerts; the proliferation of words like "drama," "queen," and "fabulous;" and the ubiquity of straight men doing drag for straight audiences, as in *Too Wong Foo, Woodard*

LIT 132 Reading Nietzsche. This course will be structured as a close reading of Friedrich Nietzsche's arguably most important work, *On the Genealogy of Morality*. We will follow Nietzsche slowly and will dwell with him at length on some 'very unpleasant truths' – about our ideas of goodness and virtue and our ways of coming to know things in the world. We will keep questions of voice and tone in the forefront of our reading, and we will thereby— eventually— also learn to laugh with Nietzsche. To guide us in our reading of the *Genealogy* and to draw out some of its themes, we will look at some earlier and later Nietzsche texts (*Truth and Lies, The Gay Science, Ecce Homo*), enlist the help of a few important Nietzsche commentators (Martin Heidegger, Michel Foucault, Sarah Kofman), and watch a film or two by Woody Allen. *Ostas*

LIT 132 Law and Literature. In this course we will look at major themes and developments in the field of law and literature. Of particular interest will be how law and literature, separately and together, conceive of justice, rights, democracy, and ethics. We will read core texts from the field of law and literature as well as works of fiction and nonfiction. The course will be of particular interest to those students contemplating law school and/or graduate school as a means of better understanding the differences and similarities between the ways in which literary academia and the legal profession grapple with philosophical issues. *Francis-McWhite*

LIT 161 Special Topics in Third World or Postcolonial Literature and Cultures. This course will focus on anglophone literatures outside England. The authors read will include V.S. Naipaul, 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*

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

PSY 170O,S Psychology and Human Sexuality. The goal of this course is for students to gain a deeper understanding of sexuality as it relates to psychology. Topics covered in this course include: physiology, gender identification and gender roles, sexual variations, cross cultural sexual practices, negative aspects of sex, research methods, and current controversies. Students will learn to examine how sexual issues

affect the ways people think, act, and make decisions. They will also learn to develop their own viewpoints regarding controversial issues. *Williams*

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. Prerequisite: At least one course in abnormal psychology or psychopathology, or consent of instructor. *Schneider*

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

WOMENST 150S (also SXL 120S) History of Sexualities. This course places sexuality within historical context, paying careful attention to the impact of shifting scientific, political, legal, and cultural discourses on its meanings and representations. We will utilize a wide variety of sources— primary as well as secondary documents— in our efforts to explore the forces influencing how historical actors perceive and articulate the sexual identities of themselves and those around them. *Light*

Term II

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

EDUC 170S Children, Schools and Society. 'Our schools are failing our children.' We hear or read this criticism in one form or another with some regularity, but to what degree are our schools really isolated islands that shape our children? This course explores how social and societal forces collide with educational practices in our schools and affect schooling outcomes for our children. Why do values like equity, efficiency, excellence, and choice come into conflict in our attempts to provide the best education for all students, and how do we try to resolve these conflicts as a community? Our discussions will be informed by research and theory from the fields of psychology, sociology, public policy, and education, as well as by a relevant field experience. *Stallings*



ENGLISH 139C,S The Thirties: British Literature from Late Modernism to Auden. While the twenties may have roared, the thirties dealt with the crash on Wall Street, growing unrest among the working classes, and the inexorable movement of Europe towards fascism and war. The thirties also saw some of the most experimental work known to British and Irish modernism: Virginia Woolf's *The Waves* and James Joyce's *Finnegan's Wake*. At the same time, young novelists like Jean Rhys and Rosamond Lehmann exposed the interwar situation for women, Aldous Huxley began his famous project of dystopian critique, and the group of poets sometimes dubbed 'the Auden generation' brought a new style of attention to class and gender concerns. This course will consider the clash of style and history in the thirties, tracing the transformative pressures that led from the last stylistic hurrah of high modernism to the more socially engaged work of a younger generation of poets and writers. Course material will be drawn from the late work of T.S. Eliot, Yeats, Lawrence, Joyce and Woolf; the novels of Rhys, Lehmann, and Huxley; the poetry of Auden, Spender, and MacNeice; and will include at least one film, Chaplin's *Modern Times*. *Abravanel*

ENGLISH 169S Latino Lives. In this course, we will study a variety of U.S. Latino life narratives and explore the ways in which Latino and Latina artists have documented their diverse life experiences through the prose genres of memoir, autobiography, fictional biography, and *testimonios*. We will read many skillfully crafted life narratives by the most prominent authors of the Latino diaspora, and our discussions and written analyses of these narratives will employ the perspectives of genre criticism and the interdisciplinary work of Latino Studies in order to engage with the complex philosophical and cultural issues intrinsic to these texts. This course is open to all students wishing to broaden their knowledge of Latino life in the United States. *Perez*

HISTORY 106S Colonial Encounters in Latin America. This course offers an introduction to the dramatic transformations of Middle and South America, starting

from the unique civilizations of the Mayas, Aztecs, and Incas, through the dramatic effects of conquest and colonization, and the formation of new hybrid societies based on American, European, and African antecedents. We will explore versions of the encounter from several perspectives, reading both official and contesting sources. We will also seek to understand the multileveled nature of Latin America's early colonial period by exploring the internal debates splitting groups often and erroneously conceived as homogenous. *SilverMoon*

LIT 110 (also FILMVID 130, THEATRST 171, and ENGLISH 101A) Introduction to Film. This course will provide an overview of important concepts in film studies today: ideology, spectatorship, cinematic style. Units will include silent cinema, classical Hollywood narrative, editing, composition, the historical avant-garde, the Hollywood musical score, and documentary. The featured genre will be science fiction. Films to be studied may include: *Seven Chances*, *Citizen Kane*, *Alien 3*, *La Jetée*, *The Wizard of Oz*, *Run Lola Run*, and *Close Encounters of the Third Kind*. *Okazaki*

LIT 113 (also ENGLISH 122) Studies in Comparative World Cinema: Hong Kong. This course will be a study of Hong Kong cinema, from "low-brow" genres such as the martial arts film (from Bruce Lee to Jet Li) to more critically respected films aimed at an international art-house and festival circuit (from Ann Hui to Wong Kar Wai). The course will emphasize film theory and technical analysis as well as social and historical context. Films will be considered not only in their local context, but in terms of the international film industry and distribution system, as well as the specific context of their reception in the United States. Important themes will be the use of film as a way to explore questions of history, national identity, and politics that speak very deeply to the specific experience of Hong Kong and its local audiences. At the same time we will see breath-taking stylistic innovations in Hong Kong cinema that are enthusiastically embraced by a broader global audience, and emulated in other national cinemas. *Okazaki*

LIT 114 Film Theory. Voice in Film. Cinema is not a mere representation of reality or a passive recording of it. It is the medium where the most basic human powers—seeing, hearing, speaking, reading—converge in the making of a work. Film in its history has witnessed daring experimentations with these constitutive powers by diverse directors. Robert Bresson, for instance, refused to use professional actors, insisting on employing everyday people in order to treat them as pure visual and sonorous material of the film. Marguerite Duras, on the other hand, created a cinema born of the conflict between the voice and the visual by a specific use of the 'over-voice.' In this course we will see examples of such works that will allow us to investigate problems and techniques such as the 'voice-off' and its relation with the 'out-of-field' as its corollary, and the 'soundframe,' and 'free indirect discourse' in film. We will trace these questions through the use of 'music' and 'dialogue' in film. We will try to understand what the philosopher Gilles Deleuze called the 'time-image.' We will see films by Bresson, Duras, Jean Luc Godard, Alain Resnais, and Jurgen Syberberg. Readings from Deleuze, Pascal Bonitzer, Michel Chion, and Stephen Heath will correspond to the films screened. *Eken*

LIT 132 Romanticism and the Experience of Time (also ENGLISH 139B,S). In this course we will explore how time is represented, conceptualized, played with, and otherwise evoked in some major works of English romantic poetry. More specifically, we will look at how temporality makes itself felt, not only at the level of the content of these poems, but also and perhaps just as importantly at the level of their very form. For what, after all, is the relationship between literary form and temporality? Is the 'time' of a fragmentary poem inherently different from that of, say, an epic? Is there such a thing as 'narrative time' and must poetry always abide by it? Do the literary

'experiments' made by the English romantics help us in any way to rethink even our most basic experience of time? We will take up a number of sub-themes to help organize our inquiry. We will explore the relationships between romantic poetry and narrative, Greek mythology, melancholy, and the idea of apocalypse. *Glage*

LIT 132 Globalizing Economies of Knowledge: Biodiversity, Intellectual Property Rights and the Patentability of Genetic Innovations under the TRIPS Agreement. This course will relate legal, theoretical, and policy developments in two international policy arenas, namely intellectual property rights and biodiversity, to develop an understanding of property and access regimes applicable to genetic resources and biotechnological inventions. In the field of intellectual property we will focus on the World Trade Organization's *Agreement on Trade-related Aspects of Intellectual Property Rights* (TRIPS Agreement), especially the section on patents, and on emerging jurisprudence for the settlement of international intellectual property disputes under the TRIPS Agreement. In the field of biodiversity, we will examine recently concluded international instruments regulating access to genetic resources and benefit-sharing under the *Convention on Biological Diversity* (CBD) and the *International Treaty on Plant Genetic Resources for Food and Agriculture* (FAO). Through theoretical readings the course will reflect on the shifting limits of intellectual property regimes in relation to the biological and on the construction of the biological through the law. It will seek to develop an understanding of an emerging global politics of knowledge in the field of applied biology, negotiated increasingly through the modulation of property and access regimes applicable to genetic resources and related information. *Bhatti*

LIT 161 Introduction to Aztec and Maya Literature. The Aztec and Mayan peoples told stories, recorded memories, and created mythologies in an astonishing array of media, ranging from oral tradition to hieroglyphic texts, from riddles and humorous dialogues to monumental architecture. This course offers an introduction to some of the wide-ranging Aztec and Mayan artistic and literary traditions produced both before contact with Europeans and during the colonial era. Although our goal will be to understand the particularly indigenous genres and cultural categories that inform these texts on their own terms, we must also attend to the colonial legacies that transformed indigenous cultures. These traditions did not change as passive acculturation; rather, indigenous artists and writers actively incorporated new technologies and concepts from Europe and Africa, while contesting dominant modes of behavior and surreptitiously perpetuating pre-Hispanic traditions. *Ennis*

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's fairs and with its discovery of American Negro music. But these discoveries also changed our culture. In America two cultures--from Europe and from Africa--were meeting and creating new forms, among them the jazz that fascinated Europe early in the twentieth century and the rock music that would change popular music throughout the world. Looking at music throughout the twentieth century-- from Puccini and Debussy, from Stravinsky to Cage and Reich, from Elvis to the Beatles to Graceland to World Pop, from Ellington to Herbie Hancock to Coltrane-- we will explore how "the other" has changed our music and our culture. At the end of the century we will consider the degree to which we live in a multicultural world. *Parks*

PSY 170I,S Human Development in Literature. See description above under Term I for PSY 170I,S. *Maxson*

PSY 170J,S Psychosocial and Psychopathological Aging. This is an interdisciplinary course examining the experience of aging for older adults in American society. We begin with a sociological focus, exploring various perspectives on aging. We will consider aging theory in the practical context of late-life transitions, including retirement, potential changes in health statuses (physical and/or mental health), and changing social networks. The course will then move in a more clinical direction, delving into the psychology of abnormal aging. We will consider the unique features of mental disorders in older adults and appropriate therapeutic approaches. Well-being across the life course will be explored as it applies to current clinical theory. *Aspnes & Franzese*

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

WOMENST 150S The Female Body Politic: Constructing Women's Bodies in Public Discourse. French feminist Simone de Beauvoir has famously written, "One is not born but rather becomes a woman." Her provocative comment immediately prompts questions. Is 'woman' a biological or a social category? Is it both? What about the female body itself? In this course, we will examine a wide array of texts, from Aristotle's *Generation of Animals* to *Roe v. Wade*, in order to take up these concerns. After a brief background, we will focus on nineteenth- and twentieth-century Western culture to ask how women's bodies have been constructed and to what ends. That is to say, we will not only look at different representations of women's bodies, but also ask how what seems 'natural' about them has been shaped over time, through art, legal proceedings, and scientific disciplines like psychoanalysis and medicine. We will take up problems and developments in the field of women's health, asking how the views that doctors hold of women's bodies shape medical understandings of menstruation, pregnancy, and reproduction. We will also question whose bodies have been allowed to count as feminine by looking at advertisements, performance art, and the burgeoning culture of women's body building. After a brief cross-cultural interlude that takes up women and the veil, we will speculate on how representations of women's bodies are shaped by race and sexuality, reading fiction by Toni Morrison and J.M. Coetzee, poetry by Adrienne Rich and Lucille Clifton, and essays on body image, the new multicultural Barbie, and "drag kings." *Abravanel*

WOMENST 150S (also SXL 120S) Asia-Pacific Literature and Sexuality. This course is an introduction to sexuality/gender studies undertaken through the lens of Asia-Pacific and Asian American cultural production. We will begin with some important theoretical approaches to the gendered subject taken from psychoanalysis and post-structuralism, and then proceed to a variety of texts from the Asia-Pacific region in order to examine representations of sexuality across cultures and periods. We will then move on to Asian-American cultural texts and their focus on ethnicity and identity. Our task throughout will be to make connections between the material experiences of colonialism, racism, and displacement and the construction of sexuality and gender. Alongside novels and short stories, we will read carefully and slowly—rather than copiously—selected critical works from different fields (feminist and queer theory, postcolonial studies, psychoanalysis), assessing and comparing different conceptions of sexuality while developing students' critical reading, thinking, and writing skills. *Watson*

“The learning atmosphere is really different in the summer. Classes are more laid back and open to lots of discussion. I’ve really enjoyed getting to know my classmates in ways that often do not happen in the regular year.”

(Student, Summer '02)

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*
ECON 181 Corporate Finance. 5-7:05 p.m. *Luo*
EDUC 140 The Psychology of Work. 5-7:05 p.m. *Ballantyne*
ENGLISH 169S Fiction of the Harlem Renaissance. 6-8:05 p.m. *Solomon*
HISTORY 196S Slavery in History, Film, and Fiction. 5-7:05 p.m. *Nathans*
MMS 161 Marketing Management. 6-8:05 p.m. *Lo*
PHYSEDU 15A.02 Weight Training. 5-7:05 p.m. *Falcone*
PHYSEDU 15B.02 Weight Training. 5-7:05 p.m. *Falcone*
PHYSEDU 150 Health, Fitness and Wellness. 5-7:05 p.m. *Stewart*
PHYSEDU 180 Performance Enhancement. 6-8:05 p.m. *Dale*
PSY 170I,S Human Development in Literature. 6-8:05 p.m. *Maxson*
PSY 170P,S Mass Media and Mental Illness. 6:00-8:05 p.m. *Schneider*
SOCIOL 120 Causes of Crime. 6-8:05 p.m. *Williams*
SXL 120S History of Sexualities. 5-7:05 p.m. *Light*
WOMENST 150S History of Sexualities. 5-7:05 p.m. *Light*

Term II

ECON 156 Health Economics. 5-7:05 p.m. *Luo*
ENGLISH 122 Comparative World Cinema: Hong Kong. 6-8:05 p.m. *Okazaki*
ENGLISH 169S Latino Lives. 5-7:05 p.m. *Perez*
ENGLISH 122 Comparative World Cinema: Hong Kong. 6-8:05 p.m. *Okazaki*
MATH 111 Applied Mathematical Analysis I. 5:45-7:20 p.m. M,Tu,W,Th. *Staff*
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*
PUBPOL 156 Health Economics. 5-7:05 p.m. *Luo*
SOCIOL 126 The Challenges of Development. 6-8:05 p.m. *Volpe*

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 web site (www.aas.duke.edu/study_abroad). Applications are available on the web and at the Study Abroad office. The application deadline is February 14, 2003. *All programs are subject to change or cancellation.*

Australia: Sydney, the Northern Territories and Queensland (June 18-August 5). Focusing on the biogeography and environmental history of Australia, this two-course, six-week program is based at the University of New South Wales in Sydney. The first week will be spent in the Northern Territories, 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 Jonathan Shaw. The second course will be selected from several taught by faculty of the University of New South Wales. These may include: *ECON 69: Australia and the Asia-Pacific Economies* (SS) SS, CCI; *ENGLISH 26S: Australian Literature – Imaging Australia* (AL) AL, IAA; *ENGLISH 142: Australian Film & Television Studies* (AL) AL, CCI; or *HISTORY 100K.02: Australia – The History and Culture of Sport* (CZ) CCI, CZ, IAA. Students live in dormitories. For further information, contact Professor Shaw, 139 Biological Sciences Bldg., Box 90338, Durham, NC 27708-0338 (Tel.: 919.660.7344, E-mail: shaw@duke.edu).

China: Beijing (June 20-August 17). A two-course, nine-week intensive Chinese language program in Beijing. Students earn one year of Chinese language credit at the intermediate or advanced level. Independent travel is possible during the program and there is an optional guided ten-day study tour available after the program. Students live in dormitories. Prerequisite: one or more years of Chinese language instruction. For further information, contact 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 Biology. (May 26-June 24). 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: Field Ethnobiology. (early July-mid-August). Newly expanded to a six-week undergraduate program, courses include a biology course and Spanish language course. *BIOLOGY 136L: Plantains, 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. For the second course, students may elect either *SPANISH 62: Intensive Study of Spanish* (CZ) (FL) CZ, FL or *SPANISH 102: Advanced Intensive Spanish* (FL) CCI, FL, based on their language ability. 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 Rodney Vargas, Organization for Tropical Studies, Box 90633, Durham, NC 27708-0633 (Tel. 919.684.5774, E-mail: rvargas@duke.edu).

Cuba: Havana (late May-early July). Based in Havana, this two-course, six-week program offers a rare opportunity for American college students to examine and experience Cuban culture first hand. Both courses will be taught in Spanish, one by Duke faculty. Two years of college-level Spanish are required. Students will live in dormitory-style accommodations. For further information, contact Dr. Amanda Kelso, 2016 Campus Drive, Box 90057, Durham, NC 27708-0057 (Tel.: 919.684-2174, E-mail: abroad@asdean.duke.edu).

England: London-Drama (June 29-August 9). Students will study drama in performance as they see over twenty performances in a variety of both classic and new plays, musicals in London and perhaps, Stratford-upon-Avon. The courses are *THEATRST 117S/ENGLISH 176B,S: Theater in London: Text* (AL) AL, IAA and *THEATRST 151S/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, Dept. of Theater Studies, 212 Bivins Building, Box 90680, Durham, NC 27708-0680 (Tel.: 404.888.9236, E-mail: jclum@duke.edu).

England: Oxford (July 4-August 16). New College, University of Oxford, utilizes the tutorial system of education supplemented with guest lectures given by noted British scholars in this six-week session. Students may choose one of the following double courses: *ENGLISH 132C,S: Shakespeare: Comic Visions, Dark Worlds* (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 Ian Baucom, Department of English, 305A Allen Building, Box 90015, Durham, NC 27708-0015 (Tel.: 919.681.7608, E-mail: ibaucom@duke.edu).

Flanders and the Netherlands: Ghent and Amsterdam (June 29-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 (mid-May-late June). Paris is the stunning backdrop for this two-course, six-week program focusing on French language and culture. Directed by Duke faculty and taught entirely in French, the courses are *FRENCH 137: Aspects of Contemporary French Culture* (CZ)(FL) CZ, FL, CCI and *FRENCH 143: Aspects of French*

Literature (AL)(FL) AL, FL, CCI, IAA. Four semesters of college French or equivalent are required. Students are housed in a pension. For further information, contact the Office of Study Abroad, 2016 Campus Drive, Box 90057, Durham, NC 27708 (Tel.: 919.684.2174, E-mail: abroad@asdean.duke.edu).

Germany: Erlangen (May 9-June 27). Taught entirely in German by faculty of the University of Erlangen, this two-course, six-week program offers as a first course either *GERMAN 63: Accelerated Intermediate German* (FL) FL or *GERMAN 150: Advanced German: Composition, Conversation and Current Issues*. (FL) CCI, FL. Second course is *GERMAN 153: Aspects of German Culture* (CZ)(FL) CCI, CZ, FL, IAA. All courses are taught in German and resources include audio, video, and computer-based materials. Students are housed with German families. For further information, contact Professor Helga Bessent, Department of Germanic Languages and Literature, 116F Old Chemistry Building, Box 90256, Durham, NC 27708-0256 (Tel.: 919.660.3172, E-mail: hwb@duke.edu).

Ghana: Accra (May 15-June 28). This six-week, two-course program focuses on culture and life in Ghana and is based at the University of Ghana, Legon, just outside the capital city of Accra. One course, *CULANTH 100.01/AAAS 102.01: Anthropological Field Research in Ghana* (SS)/CCI, R, will be taught by Professor Naomi Quinn of the Department of Cultural Anthropology, and will offer a chance to conduct cross-cultural field research projects. The other course, *CULANTH100.02/SOCIOL 100.01/AAAS 102.02: Ghanaian Culture and Politics* (CZ)(SS) CCI, taught by talented Ghanaian faculty, is a comprehensive introduction to cultural, social, economic, and political facets of Ghanaian life, including such topics as the slave trade, women's role in development, contemporary and modern religions, and current economic policy. A variety of field trips throughout Ghana will complement course work. Accommodations will be with guest families and in hotels. For further information, contact Professor Naomi Quinn, Department of Cultural Anthropology, 127 Social Sciences Bldg., Box 90091, Durham, NC 27708-0091 (Tel.: 919.684.2810, E-mail: naomi.quinn@duke.edu).

Greece: Athens and the Islands of the Aegean (May 12-June 12). 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 19-July 3). 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: Rome (May 15-June 15). This one-course, four-week program explores the history and culture of Rome and includes visits to historical sites and museums, walking lectures, and readings. The course, *CLST 145/ARTHIST 126A/HISTORY 100U: Rome: History of the City* (AL)(CZ) AL, CCI, CZ, IAA, examines the history of the city of Rome concentrating on antiquity and its effect on subsequent urban development. About ten days will be spent visiting Pompeii and Herculaneum. Taught in English. Dormitory accommodations in the Intercollegiate Center for Classical Studies in Rome and the Villa Vergiliana near Naples. For further information, contact Professor Clare Woods, Department of Classical Studies, 235 Allen Building, Box 90103, Durham, NC 27708 (Tel. 919.684.6067; E-mail: jcwoods@duke.edu).

Italy: Venice (May 17-June 28). This two-course, six-week program concentrates on Venetian civilization, culture and art history. The Duke program director, Professor Marcel Tetel, will teach one course, *ROMST 100: Venice and its Civilization at its Cultural Apogee* CCI. This course will explore Venice at the height of its power and culture, from the 15th to the 18th centuries. Focus will be on history, government and society, as well as Humanist influences in its architecture. The second course, *ARTHIST 135: Venetian Art of the Renaissance (15th through 16th centuries)* (AL) AL, 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 Marcel Tetel, Department of Romance Studies, 213 Languages Building, Box 90257, Durham, NC 27708 (Tel.: 919.660.3112, E-mail: mtetel@duke.edu).

Russian Republic: St. Petersburg (May 7-June 28). Russian language and culture courses in St. Petersburg are offered in this seven-week, two-course program. Different levels of language study are available. Classes are taught at the University of St. Petersburg by faculty members of the University. A minimum of two semesters of college level Russian is suggested; however, beginning students may also be accepted, depending upon the number of participants. Students are housed either in an apartment hotel or with families. For further information, contact the program director Professor Edna Andrews, Department of Slavic Languages and Literatures, 314 Languages Building, Box 90259, Durham, NC 27708-0259 (Tel.: 919.660.3140, E-mail: eda@duke.edu).

South Africa: Gauteng Province (May 12-June 23). 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 93). For further information, contact the

program director, Professor Steven Churchill, Department of Biological Anthropology and Anatomy, 04 Biological Sciences Building, Box 90383, Durham, NC 27708-0383 (Tel.: 919.660.7388, E-mail: churchy@duke.edu).

Spain: Barcelona (May 31-July 12). In conjunction with the Department of Romance Studies, the Office of Study Abroad offers a new two-course, six-week language program at the prestigious Universitat Pompeu Fabra in Barcelona, under the direction of Department of Romance Studies Professor Teresa Vilarós. Taught entirely in Spanish, the program will focus on the Catalan culture of this cosmopolitan and immensely attractive city. Students must be at the advanced language level or beyond, with at least one course taken in Spanish at the 100 level. One course, SPANISH 142S: *Literatura en Cataluña* (AL) (FL) AL, CCI, FL, IAA will be taught by Prof. Vilarós; the second course, SPANISH 133: *Sociedad y Territorio* (CZ) (FL) CCI, CZ, FL will be taught by UPF faculty. Students will be housed in dorms at the University. Weekend excursions around Catalonia will focus on its multicultural heritage, as well as its art and architecture. For further information, contact Professor Teresa Vilarós, Department of Romance Studies, 217A Languages Building, Box 90257, Durham, NC 17708 (Tel. 919.660.3108, E-mail: teresa.vilaros@duke.edu).

Spain: Málaga and Madrid (May 24-July 5). This two-course, six-week program in Málaga (one week) and Madrid (five weeks) offers advanced Spanish students further language training as well as the opportunity to study Spanish culture, history and politics. Participant 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 Córdoba, Granada, Segovia, Toledo, and Barcelona (optional). 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).

Switzerland: Geneva (June 30-August 8). A new two-course, six week program in Geneva will focus on globalization issues in business and international management. Professor Alexander Rosenberg of the Duke Department of Philosophy will teach *PHIL 127: Globalization: Issues in Business Management and Political Philosophy* (CZ) CCI, CZ, EI. The second course will be *MMS 100: International Management* (SS) SS taught by visiting lecturer Martha Reeves, which fulfills the MMS certificate requirements. Planned accommodations are in facilities of the Cite Universitaire de Geneve. For further information, contact Professor Alexander Rosenberg, Department of Philosophy, 203 West Duke Building, Box 90743, Durham, NC 27708-0743 (Tel.: 919.660.3047, E-mail: Alexrose@duke.edu).

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, 2002-2003 (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— Changes to the course schedule sometimes occur. These changes may include courses being added to the schedule, courses that are cancelled, and changes in the meeting schedule or instructor. It is a good idea to check the course schedule on the web periodically. ACES Web always reflects the most current information.

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

Buildings

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

East Campus

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

West Campus

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

Medical Center

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

Schedule of Classes

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

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 25	Wednesday	Term I Final Examinations begin. Period: 4 3 1, 7, 8	Examination time: 9:00 a.m.-12:00 noon 2:00 p.m.-5:00 p.m. 7:00 p.m. - 10:00 p.m.
June 26	Thursday	Term I Final Examinations continue. Period: 2 5 6, 9	Examination time: 9:00 a.m. - 12:00 noon 2:00 p.m. - 5:00 p.m. 7:00 p.m. - 10:00 p.m.
August 8	Friday	Term II Final Examinations begin. Period: 4 3 1, 7, 8	Examination time: 9:00 a.m. - 12:00 noon 2:00 p.m. - 5:00 p.m. 7:00 p.m. - 10:00 p.m.
August 9	Saturday	Term II Final Examinations continue. Period: 2 5 6, 9	Examination time: 9:00 a.m. - 12:00 noon 2:00 p.m. - 5:00 p.m. 7:00 p.m. - 10:00 p.m.

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:

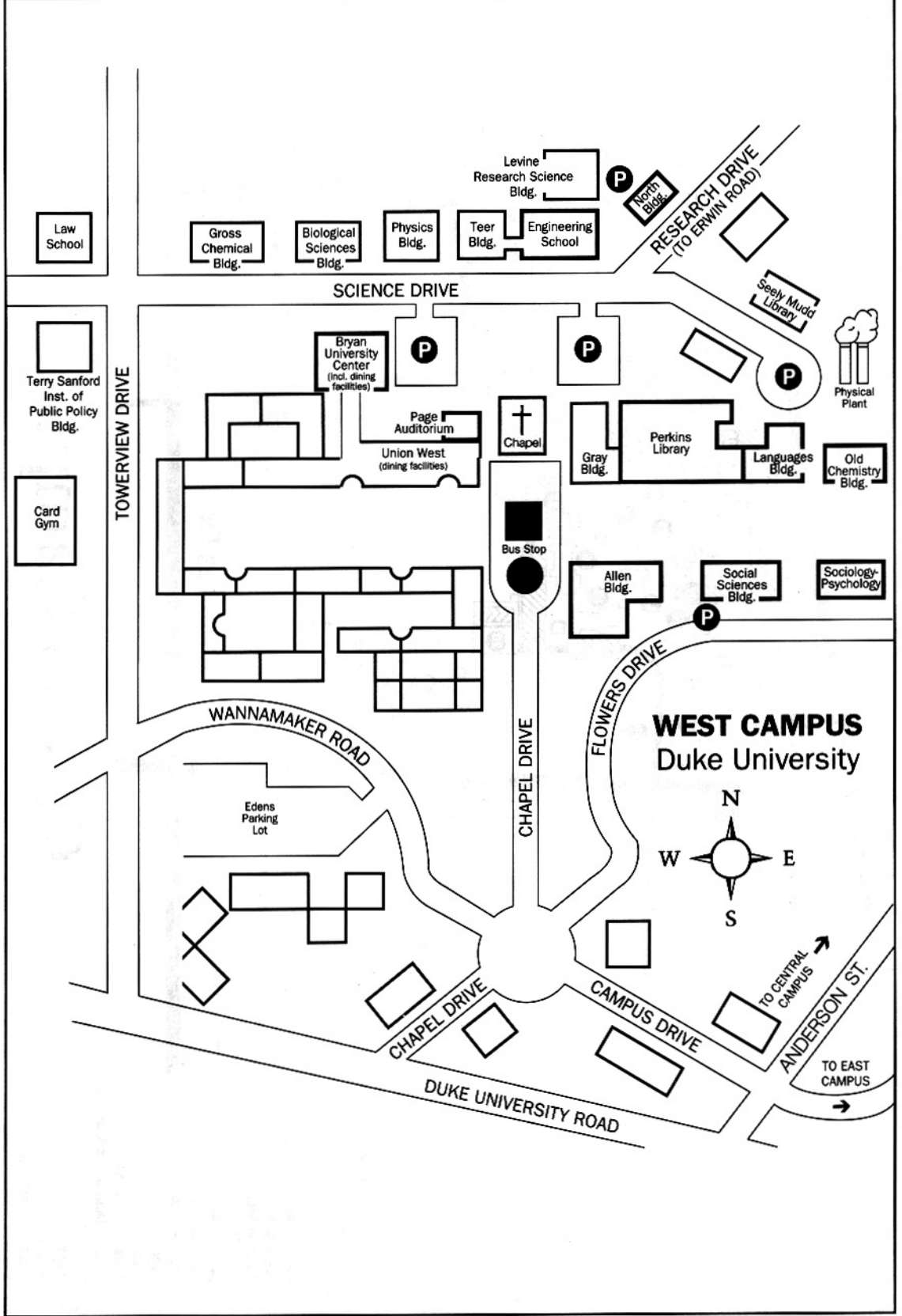
Were you on any type of academic or disciplinary probation at the time you left any of the institutions above? No Yes. If yes, explain: _____

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)

SCIENCE DRIVE

Terry Sanford Inst. of Public Policy Bldg.

Card Gym

TOWERVIEW DRIVE

Bryan University Center (incl. dining facilities)

P

Page Auditorium

Union West (dining facilities)

Chapel

P

Gray Bldg.

Perkins Library

Languages Bldg.

Old Chemistry Bldg.

Physical Plant

Seelye Mudd Library

P

Allen Bldg.

Social Sciences Bldg.

Sociology-Psychology

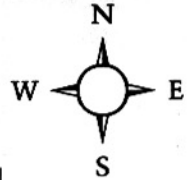
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Bus Stop

CHAPEL DRIVE

FLOWERS DRIVE

WEST CAMPUS
Duke University



WANNAMAHER ROAD

Edens Parking Lot

CHAPEL DRIVE

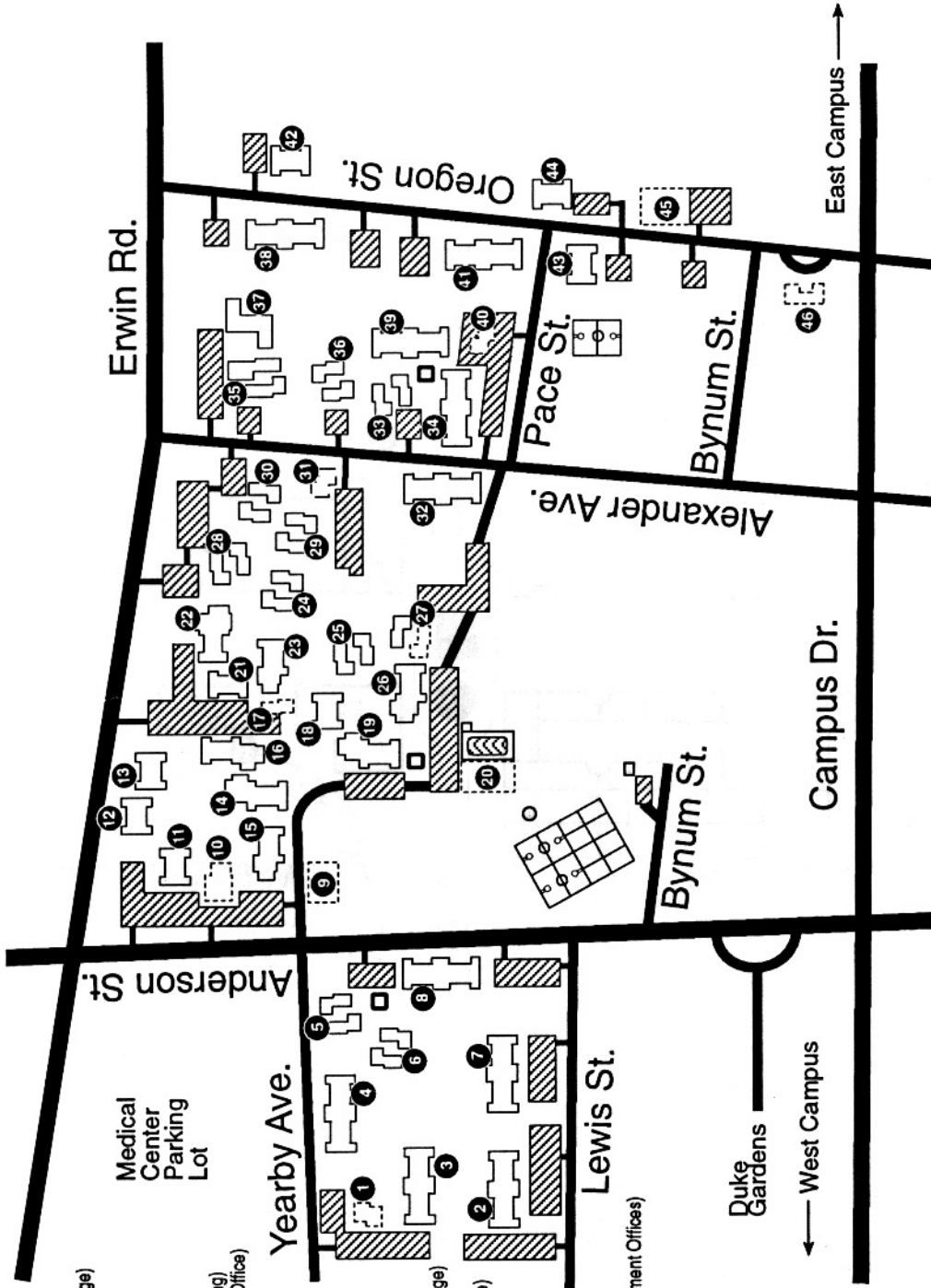
CAMPUS DRIVE

DUKE UNIVERSITY ROAD

ANDERSON ST.

TO CENTRAL CAMPUS

TO EAST CAMPUS



Central Campus

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

MARKHAM AVENUE

EAST CAMPUS Duke University

Summer
Session
Office

Bishop's
House/
Summer
Session

Pre-Major
Advising
Center

East Campus
Union
(dining facilities)

The Ark
(dance)

East Campus
Store

Duke
University
Museum
of Art

Epworth
House

Bus Stop

Washington
Duke
Statue

West Duke
Building

East Duke
Building

CAMPUS DRIVE

← TO WEST
CAMPUS

MAIN STREET

BUCHANAN BOULEVARD

