Spring 1995 Course Descriptions

- School of Education and Social Policy
- Medill School of Journalism
- College of Arts and Sciences
- 0501 General Music
- School of Speech
- McCormick School of Engineering & Applied Science
- 0937 Naval Science

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: May 3, 1995
School of Education and Social Policy

- 0210 Learning Sciences
- 0225 Human Development and Social Policy
- 0230 Counseling Psychology
- 0235 Master Of Science in Education

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: May 3, 1995
John Reque
Editorial B01
BASIC WRITING
Time: Tues 9-10:20 a.m.
Three-hour evening lab once a week.
Office Address: Fisk 108B
Phone: 491-2063
Expected enrollment: 45

COURSE DESCRIPTION: Sharpens non-fiction writing skills in description, narration and exposition; requires journalistic standards of accuracy; gives a solid grounding in grammar and Associated Press style, introduces newswriting and copyediting; surveys newspaper, magazine and broadcast as areas of journalism; gives an overview of the school and the profession and prepares for the more specialized courses to come.

PREREQUISITES:

TEACHING METHOD: Once-a-week lectures (guest lecturers in weeks 5, 6, 7, 8 and 9) combined with once-a-week labs.

EVALUATION: Lecture grade (20%) based on a final exam, three grammar/style quizzes and six short paragraph assignments. Lab grade (80%) based on lab assignments.

READING LIST:
The Associated Press Stylebook and Libel Manual
When Words Collide by Lauren Kessler and Duncan McDonald

Richard Schwarzlose
Editorial C02-0
HISTORY OF MASS COMMUNICATIONS
Time: TBA
Office Address: Fisk 204B
Phone: 491-2066
Expected enrollment: 30 per section
COURSE DESCRIPTION: A survey of the history of print and broadcast journalism -- its institutions, practices, principles and philosophy -- primarily in the United States. The course also emphasizes contemporary media issues and their historical development. MAIN OBJECTIVES: First, to provide an understanding of journalism's history in the United States; second, to encourage students to discuss some of the issues confronting journalism today; and third, to conduct research and make judgments about a journalism topic of the student's choosing.

PREREQUISITES: Sophomore standing. P/N not allowed.

EVALUATION: The students final grade is based on a midterm, a final exam, and a research project.

READING LIST:
G.J. Baldasty, The Commercialization of News in the Nineteenth Century
J.L. Baughman, The Republic of Mass Culture
Handouts in class

Mary Ann Weston
Editorial C02-0
HISTORY OF MASS COMMUNICATIONS
Time: TBA
Office Address: Fisk 204C
Phone: 491-4635
Expected enrollment: 30 per section

COURSE DESCRIPTION: A survey of the history of print and broadcast journalism -- its institutions, practices, principles and philosophy -- primarily in the United States. The course also emphasizes contemporary media issues and their historical development. MAIN OBJECTIVES: First, to provide an understanding of journalism's history in the United States; second, to encourage students to discuss some of the issues confronting journalism today; and third, to conduct research and make judgments about a journalism topic of the student's choosing.

PREREQUISITES: Sophomore standing. P/N not allowed.
EVALUATION: The students final grade is based on a midterm, a final exam, and a research project.

READING LIST:
G.J. Baldasty, The Commercialization of News in the Nineteenth Century
J.L. Baughman, The Republic of Mass Culture
Handouts in class

Mike O'Donnell
Editorial C21-1
COPY EDITING
Time: M & F afternoons w/3-hr. W lab
Office Address: Fisk 305B
Phone: 491-2067
Expected enrollment: 60

COURSE DESCRIPTION: Focus on quality writing through editing and compelling presentation of ideas. Language Skills: spelling, grammar, punctuation, style and usage. Copy editing and writing: editing a variety of news and feature stories, headlines, captions and refers. News judgment: the changing nature of news judgment; comparing your decisions with Chicago metros. Visual Communication: layout and design, use of color, photo editing and information graphics; increasing your "visual literacy."

PREREQUISITES: B01 Basic Writing, C20 Newswriting.

EVALUATION: Factors in determining grades: Language skills, ability to "catch" major errors in a story, line editing skills, headline writing skills, news judgment skills, layout and photo editing skills, and lecture/workshop quizzes. Final two labs are key.

REQUIRED STUFF:
B. Ryan and M. O'Donnell, "The Editor's Toolbox."
B. Ryan, "The Editor's Exercise Pack."
T. Harrower, "The Newspaper Designer's Handbook."
The Chicago Tribune's Chicagoland Map (Rand McNally).
A good dictionary.

Patricia Dean, Ava Greenwell, Edward Planer
Editorial C60-1
BROADCAST WRITING
Time: TBA (One lecture and one 3-hour lab per week)
Office Address: Fisk Hall
Phone: 491-2060 (Dean) 467-2579 (Greenwell) 708 835 1139 (Planer)
Expected enrollment:

COURSE DESCRIPTION: Writing television news scripts that are accurate, clear, concise and conversational; coordinating scripts with video; and becoming proficient in the use of the Newstar computer system and videotape editing in our state-of-the-art broadcast newsroom.

PREREQUISITES: Junior standing. C20-1 Newswriting.

EVALUATION: Final, Midterm, lab exercises, homework, quizzes, class participation and attendance.

REQUIRED TEXT: AP Broadcast News Handbook

Charles Whitaker
Editorial C81-0
MAGAZINE EDITING
Time: TBA
Office Address: Fisk 304C
Phone: 491-3014
Expected enrollment:

COURSE DESCRIPTION: We will deal with handling copy and editing (proofreading and fact-checking). We will explore the entire magazine industry: current developments and trends in the industry, strategies for garnering advertising, building circulation. The goal is to develop an eye for the tone and pace of a magazine and its articles and departments.


EVALUATION: Based on a group project, an individual mid-term
project, in-class exercises and a final exam.

REQUIRED TEXTS:
J. William Click and Russell N. Baird, "Magazine Editing & Production."
Handouts in class
Dictionary
Stylebook
Grammar or writing handbook

c tec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
0403 Anthropology
0404 African-American Studies
0405 Art History
0406 Art Theory and Practice
0407 Astronomy
0409 Biological Sciences
0410 Center for the Humanities
0413-0415 Classics
0416 Comparative Literary Studies
0417 Economics
0418 American Culture Program
0419 English
0421 Geography
0422 Environmental Sciences
0423 Geological Sciences
0425 German
0427 History
0429 Religion
0430 European Thought and Culture
0433 African and Asian Languages
0434 Linguistics
0435 Mathematics
0436 Math Methods in the Social Sciences
0439 Philosophy
0447 Physics
0449 Political Science
0451 Psychology
0455 French
0457 Italian
0459 Portuguese
0463 Spanish
0467 Slavic Languages and Literature
0471 Sociology
0473 Statistics
- 0480 Women's Studies
- 0482 Integrated Arts Program
- 0495 International Studies
0501 General Music

Huw Edwards
INTRODUCTION TO MUSIC MUSG A70-0, SEC. 20
Time: MTWTH 2:00 p.m. MCR REG
Office Address: 112 Music Administration
Office Phone: 491-5431
Expected Enrollment: 100

COURSE DESCRIPTION: The objectives of this course are to introduce you to the great art of music and the components of which it comprised (meter, rhythm, melody, harmony, texture, tone color). A broad survey of music history will be traced and some of the greatest literature—from Renaissance through to the present—will be "explained"—symphony, sonata, concerto, opera etc. Throughout the course, we will listen to carefully selected excerpts of compositions and develop a technique for listening to music and aesthetically responding to it. Attending concerts—on campus and in Chicagoland's rich cultural environment—will be an integral part of this course, and to improve one's musical perception and appreciation. Some in-class performing, improvisation, or presentation ("Show and Tell"!) will also add to the overall musical experience.

TEACHING METHOD: This class is primarily a lecture, but class discussion and involvement will be an expected and important element. Audio/visual resources will be used on a regular basis. Responses to listening examples, and "philosophical areas", will lead to a good deal of understanding—and appreciation—of this fascinating and diverse subject matter.

TEXTS: A course packet/reader, compiled by the instructor, will be the primary resource. It is not my intention to have students purchasing expensive books. (Packet will be available in March from a local retailer, probably Quartet Copies.) Attendance at first class mandatory.
Jeffrey Kowalkowski
INTRODUCTION TO MUSIC MUSG A70-0, SEC. 21
Time: MTWTH 1:00 p.m. MAB 114
Office Address: 112 Music Administration
Office Phone: 491-5431
Expected Enrollment: 35

COURSE DESCRIPTION: Basic musical concepts, terminology and listening approaches are introduced and developed to facilitate critical discussion about music. Lectures focus on general vocabulary and form recognition, a historical survey of western art music, and examples from an extensive variety of folk, ethnic, popular and experimental styles.

OBJECTIVE: 1. Develop perceptual and critical listening abilities. Discuss stylistic attributes which are common to all styles of music, and consider various aesthetic problems. 2. Increase knowledge of musical styles and genres of all kinds. Enhance the experience of listening to and thinking about music. Grades are based on attendance, exams and a term project which is designed by the student according to her/his main musical interest. Attendance at first class mandatory.

Gary Kendall
SELECTED TOPICS FOR NON-MAJORS MUSG A75-0
THE BEATLES
Time: TTH 12:30-1:50 MAB 125
Office Address: MAB 227
Office Phone: 491-3178
Expected Enrollment: 35

COURSE DESCRIPTION: "The Beatles" was the most multi-faceted phenomenon of popular culture of the last forty years. This course examines "The Beatles" from many different perspectives, sometimes complementary and sometimes contradictory. Through the focus on "The Beatles" the class will explore perspectives and beliefs about rock music and popular culture. Topics include, Beatlemania and the women's movement, the impact of technology on the recording studio, the "summer of love", the Beatles' relationship to the avant garde, "The Beatles" as pop icons, world music and the Beatles' introduction of Indian music, the meaning of "love"
in popular culture, reactions of the press to John Lennon and Yoko Ono, the pop music business and Apple Records, "Hidden Messages," the supposed death of Paul McCartney, and more.

SUPPORTING MATERIALS: Beatlesongs by William J. Dowlding available from SBX, a bound set of articles taken from many diverse sources will be available through Quartet, the Beatle recordings will be available in the Music Library, the Beatle movies and documentaries will be shown at the Mitchell Media Library.

PREREQUISITES: None. The class is appropriate for non-music majors and music majors alike.

Mark-Daniel Schmid
WESTERN MUSIC TRADITION MUSG B70-2
Time: MTWTH 12:00 MCR REG
Office Address: MAB 8
Office Phone: 467-2029
Expected Enrollment: 100

COURSE DESCRIPTION: This course is designed to introduce you to the art form of music as it has developed from the beginning of the 19th century to the present. We will study representative examples from various musical genres, and the understanding of the development of Western musical tradition will be emphasized, in light of its historical and sociological background. We will also attempt to find significant cross relations to other art forms such as architecture, poetry, painting, and dance. Throughout, the course, we will be listening to select examples of compositions and discuss their formal aspects in terms of germane musical concepts. We will also develop a preliminary technique of listening to music and aesthetically responding to it. Required attendance at Northwestern University concerts and in-class performances will further enhance your ability to discriminate and discuss your musical experience.

TEACHING METHOD: Handouts will be provided, additional material on reserve in Deering Music Library. You will be expected to keep an organized portfolio.

TEXTS: Course book required.
Attendance at first class mandatory.
Prerequisite: 0501 A70 or B52 or permission of instructor
School of Speech

- 0605 - Performance Studies
- 0610 - Communication Studies
- 0615 - RTVF
- 0620 - Communication Sciences and Disorders
- 0630 - Theatre

cite@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 7, 1995
McCormick School of Engineering

- 0710 Chemical Engineering
- 0727 Electrical Engineering and Computer Science
- 0738 Industrial Engineering and Management Science
- 0750 Material Sciences

c tec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 7, 1995
0937 Naval Science

Naval Science, C31-0
NAVAL OPERATIONS

Consists of several distinct segments. Students examine or practice rules of the nautical road, use of the maneuvering board, deck seamanship, and basic shiphandling theory.

Naval Science, C50-0
NAVAL SCIENCE LABORATORY

One two-hour lab weekly, required each quarter for all midshipmen. Emphasizes professional development and skills as well as drill and physical fitness.

Naval Science, C50
NAVAL SCIENCE LAB
Time:  T 3-5
Office Address:  617 Haven Street
Phone:  491-3324/3325
Expected Enrollment:  85

COURSE DESCRIPTION: Naval Science lab is the general drill and instructional period required for all NROTC midshipmen each quarter. Lab consists of various activities including close order drill and formation, physical fitness training and competitive athletics, warfare tactics and systems briefs and scenarios, guest speakers, etc.

Naval Science, C41
NAVAL LEADERSHIP AND MANAGEMENT
Time:  MWF 0730-0900
Office Address:  617 Haven Street
Phone:  491-3324/3325
Expected Enrollment:  25

COURSE DESCRIPTION: This course covers a variety of subjects intended to provide the student with an understanding of the
role and responsibilities of a Naval Officer. It aims to develop, in each student, necessary managerial and professional competencies including (1) a comprehension of principles of the Navy Human Resources Management Support System (e.g., Equal Opportunity, Drug and Alcohol Abuse, Affirmative Action, and Leadership and Management Education and Training), and (2) a knowledge of basic administrative responsibilities, naval correspondence procedures, maintenance material management, security and safety programs, personnel appraisal and evaluation, and military laws. Additionally, personal financial management techniques and strategies will be discussed to help prepare the future naval officers for financial planning.

Naval Science, B20
NAVAL SHIP SYSTEMS II (NAVAL WEAPONS SYSTEMS)
Time:  MWF 0745-0900
Office Address:  617 Haven Street
Phone:  491-3324/3325
Expected Enrollment:  25

COURSE DESCRIPTION:  Cover fundamentals of weapons systems installed in United States Navy ships and aircraft. Areas explored include weapon types, tracking systems, fire control systems, basic fire control computers, and an examination of four weapons platforms.

Naval Science, A20
SEAPower AND MARITIME AFFAIRS
Time:  MWF 0745-0900
Office Address:  617 Haven Street
Phone:  491-3324/3325
Expected Enrollment:  25

COURSE DESCRIPTION:  The course is a survey designed to give students a thorough understanding of U.S. naval maritime history in the context of world maritime development. Students will learn of the historical evolution of sea power, the fundamental national interests of the United States over time, and the role of naval forces in a time of dramatic geopolitical change.
Lois Fisch Education/Social Policy, LSCI B10 (Formerly EDPR B10) INTRODUCTION TO STATISTICAL & RESEARCH METHODS Time: W 3-5:30 Office Address: Annenberg 214/218 Phone: 491-3726 or 467-2815 COURSE DESCRIPTION: This course is designed as a survey of quantitative methods in the social sciences. It will focus on the definition and classification of terms used under the general heading of quantitative methods. These include: measures of typical and maximum performance, reliability, and validity checks on all measures; reporting and displaying data; and interpreting results. Emphasis will be placed on reading, interpretation, and analysis of quantitative research studies. PREREQUISITES: None. P/N permitted. TEACHING METHOD: Primarily lecture with in-class cooperative assignments and discussions. EVALUATION: two midterms; empirical study; analytical reports. READING LIST: Statistics. Second Edition. (1991). Freedman, Pisani, Purves, & Adhikari. Carol Lee Education/Social Policy, LSCI C25 (Formerly EDPR C25) FOUNDATIONS IN WRITING PROCESSES Time: Th 1-4 Office Address: Annenberg 223 Phone: 467-1807 COURSE DESCRIPTION: This course is designed to give students an introduction to the foundations of the teaching of composition. Students will be required to participate in the discussion of readings by preparing at least one question arising from these readings. Along with discussion, students will be required to keep a journal and complete regular in-class writing assignments. Students will generate ideas for teaching that will be shared with the class and drawn upon each week to develop specific teaching activities. Eventually, a mini-unit will be created that will focus on either the teaching of persuasive writing or writing extended definitions and should integrate uses of computer technology, editing, assessment, and mechanics. PREREQUISITES: None. TEACHING METHOD: Lecture and discussion. EVALUATION: class participation; final exam (mini-unit). READING LIST coursepack.
0225 Human Development & Social Policy

Fay Lomax Cook  
Education/Social Policy, HDSP B01  
INTRODUCTION TO SOCIAL POLICY  
Time: MW 10:30-12  
Office Address: Annenberg 240  
Phone: 491-3716 or 491-8730

COURSE DESCRIPTION: This course aims to introduce students to social policy from several different perspectives: a historical perspective, an agenda-setting perspective and a life course perspective. With each perspective, the focus is on people - both those who are affected by policies and those who plan them. The goal is to give students an understanding of how social policies have developed and of the content of some current social policy issues and debates.

EVALUATION: Grades for this course will be based on class participation, a midterm, a final, an agenda-setting research paper, and a presentation of a policy memo.

William Hazard  
Education/Social Policy, HDSP B11  
(Formerly EDPR B11)  
INTRODUCTION TO ORGANIZATIONAL THEORY AND PRACTICE  
Time: MW 12-1:30  
Office Address: Annenberg 217  
Phone: 491-3713

COURSE DESCRIPTION: This course is an introductory examination of the interaction of people in organizational settings. The primary object of this examination is to acquaint the students with the nature and dynamics of the organizational setting and the consequences of the variable interactions between organizations and the people impacted by them. Much of the course will focus on defining and clarifying the key terms used in the research and practice literature. We will rely heavily on literature as the source
of information but, so far as feasible, will encourage students to draw upon their experience to supplement and enrich meaning.

TEACHING METHOD: The instruction will include lecture/discussion, individual and group study, small group "hands-on" field study, and individual/small group presentations. To exploit these instructional modes, it will be necessary for each member of the class to be prepared for each session. Careful reading and reflection on the assigned materials is a must for successful and productive class experiences.

EVALUATION: The grade will be derived from the following elements: annotated bibliography, a field study report, quizzes, a personal log, class participation, and a final.


Diana Slaughter-DeFoe
Education/Social Policy, HDSP C01
HUMAN DEVELOPMENT: CHILDHOOD & ADOLESCENCE
Time: TTh 3-4:30
Office Address: Annenber 242
Phone: 491-3787 or 491-8734

COURSE DESCRIPTION: This course is the first of a two-quarter sequence offering an overview, from the perspective of child development research findings, of basic concepts and issues in human development that are implicated in policy planning for human services. Because human relationships are so important to this process, we emphasize socialization--relations between the child and significant caregivers as well as social institutions, such as families and schools. An understanding of how children's development is influenced by the social settings in which they mature, learn, and develop an interactive character of psychological growth is stressed as well.

PREREQUISITES: None. P/N not allowed.

TEACHING METHOD: Primarily lecture.
EVALUATION: one take-home midterm consisting of three parts (total of approximately 20 written pages); multiple-choice final.


Pamela Adelmann
Education/Social Policy, HDSP C02
HUMAN DEVELOPMENT: ADULTHOOD & AGING
Time: MW 9:30-11
Office Address: Annenberg 107
Phone: 467-1170

COURSE DESCRIPTION: In this course, adult development is considered as a product of biological, psychological, and sociological influences. Theoretical approaches to adult development and empirical evidence on stability and change throughout adulthood are surveyed. The course topics move from the major theoretical and methodological issues in adult development and aging, to topic areas at the intersection of biology and psychology, to issues that are primarily socio-psychological.

PREREQUISITES: None. P/N option is not permitted for students enrolled in the School of Education and Social Policy.

TEACHING METHOD: Primarily lecture with discussion occupying half of Wednesday's meeting.

EVALUATION: weekly essays; 3 midterm exams.


Dan Lewis
Education/Social Policy, HDSP C04
(Formerly EDPR C02)
SOCIAL POLICY & HUMAN SERVICES
Time: TTh 1-2:30
COURSE DESCRIPTION: This course will acquaint students with the history of the human services in the United States. We will focus on services for the mentally ill and criminals (the mad and the bad), with particular attention to the current issues in the care and control of these groups. Students will be expected to participate in class and be examined on the lectures and readings at the midterm and at the end of the quarter. Both examinations will be take-home. Traditionally, the class has taken a field trip to one of the institutions we have studied.

EVALUATION: Class participation, take-home mid-term and final examination.

John Wick
Education/Social Policy, HDSP C72
(Formerly EDPR C72)

METHODS OF OBSERVING HUMAN BEHAVIOR
Time: T 1-3:30
Office Address: Annenberg 214
Phone: 491-3726

COURSE DESCRIPTION: An introductory course in observational methods, especially recommended for pre-practicum students in the Human Development and Social Policy Program and Teacher Preparation Program. Students explore the use of observational methods in research and policy analysis. Experience is provided in both qualitative and quantitative procedures including: (a) focused observation, (b) field notes, and (c) interviews.

PREREQUISITES: P/N is not allowed.

TEACHING METHOD: Varied teaching methods include lecture, discussion, observational exercises, independent reading and projects. Students practice designing, implementing and analyzing observational projects. Out-of-class data collection is required.

Dan Lewis
COURSE DESCRIPTION: Internship experience for undergraduate students. The practicum is a full-time, thirty hour per week, on-site experience. It provides a special opportunity to acquaint oneself with a particular professional environment and to apply theoretical and analytical concepts learned in the classroom to an actual job setting.

PREREQUISITES: Prior consent of Practicum Director. You are required to enroll in HDSP C83 and HDSP C85 - Practicum Analysis Seminar - concurrently. The only exception is for those who have received permission for an out-of-area practicum, in which case the student must take HDSP C85 in the immediately following quarter.

EVALUATION:
1. The Practicum Director initiates phone contacts with the student's on-site supervisor.
2. The on-site supervisor submits a Supervisor's Mid-Term Evaluation of Student's Performance.
3. The onsite supervisor submits a Supervisor's Final Evaluation of Student.
4. The student fulfills attendance requirements at scheduled meetings -- beginning, middle and end of quarter.
5. The following written coursework is also evaluated as part of the course grade:
   a. A two-page paper indicating what you expect to learn from your field experience (due in the first week of the practicum),
   b. A ten-page paper explaining what you have learned from your field experience and how this knowledge might apply to future academic and professional plans (due in the last week of the practicum),
   c. A written evaluation of the practicum site (due in the last week of the practicum).
COURSE DESCRIPTION: Small-group meetings of students in the Human Development and Social Policy program to analyze practicum experiences, organize their perceptions of their own internships, and share them with other class members. To be taken concurrently with HDSP C83.

Holly Hart
Education/Social Policy, HDSP C85-3
PRACTICUM ANALYSIS SEMINAR
Time: F 10am - 1pm
Office Address: Annenberg 124
Phone: 491-4664

COURSE DESCRIPTION: Small-group meetings of students in the Human Development and Social Policy program to analyze practicum experiences, organize their perceptions of their own internships, and share them with other class members. To be taken concurrently with HDSP C83.

Dan McAdams
Education/Social Policy, HDSP C96-7
JUNIOR TUTORIAL: THE LITERATURE OF GENERATIVITY
Time: W 10-12
Office Address: Annenberg 209
Phone: 491-4174

COURSE DESCRIPTION: Generativity is the individual and cultural concern for and commitment to promoting the next generation, through parenting, teaching, mentoring, leadership, and making creative contributions to society that are intended to outlive the individual self. This course will examine the concept of generativity as expressed in sacred texts, fictional literature, biography and autobiography, and social-scientific theory. The course will explore problems and possibilities in generativity among individual adult lives and within culture as expressed in story and in theory. As an individual concern, generativity may be rooted in fundamental psychological needs to attain symbolic immortality through one's contributions (power,
agency) and to care for those people, things, and ideas that will potentially carry on after one has died (love, communion). As a cultural concern, generativity must be valued among citizens and institutions if a society is to flourish, or even survive.

PREREQUISITES: Junior standing.

TEACHING METHOD: Discussion of readings with occasional lectures.

EVALUATION: In-class participation; 2 analytical papers (10 pp each).

Erikson, E.H. Ghandi's Truth.
Kundera, M. Immortality.
Ishiguro, K. The Remains of the Day.
Parts of the Book of Genesis, Job, and the ancient Greek myths of Demeter and Persephone.

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
0230 Counseling Psychology

Lenore Blum  
Education/Social Policy, CPSY C01  
INTRODUCTION TO COUNSELING  
Time: MWF 9-10  
Office Address: Annenberg 104  
Phone: 491-7478

COURSE DESCRIPTION: The three major objectives of this course are: 1) to acquaint students with the basic parameters of counseling and the related human services, particularly focusing on the characteristics of clients (types of problems, loci of problems), characteristics of counselors (skills, responsibilities and limitations) and characteristics of the interactions between the two (therapeutic alliance and generic model of the "helping" process); 2) to provide opportunities for students to acquire and practice fundamental counseling skills; and 3) to heighten students' awareness of, and capacity to analyze and evaluate the effectiveness of both professional and non-professional "helping" processes as they are found in everyday life. The course will be divided into three parts: the first will focus on an overview of client, counselor and process characteristics; the second will consist of an in-depth analysis of interpersonal communication (listening and responding), a major instrument of the counseling process; and, the third will use case studies to examine client problems and formulate corresponding counseling treatment strategies, drawing from a variety of widely-practiced approaches.

PREREQUISITES: Junior or senior standing.

TEACHING METHOD: Lectures, discussions, audio-visual presentations, and laboratory/practice exercises.

EVALUATION: Based on attendance, participation in discussions and experiential activities, and completion of three written assignments.
Susan Lee  
Education/Social Policy, CPSY C90  
HEALTH & PHYSICAL DEVELOPMENT  
Time:  W 1-3  
Office Address:  Theatre/Interp. Bldg.  
Phone:  491-7666

COURSE DESCRIPTION: This course is an overview of health and physical development emphasizing the mind/body connection, the maintenance of physical and emotional/mental health, and fitness. Wellness is examined in relation to the individual, lifestyle, society, and the environment. This course is designed as an interdisciplinary approach to the topic, drawing from Anatomy, Kinesiology, Exercise Physiology, Health Psychology, and Medicine. The course is designed to meet Illinois State Board of Education certification requirements.

PREREQUISITES: None.

TEACHING METHOD: Lecture, discussion, and lab.

EVALUATION: Grades will be based on class participation, assignments, labs, and research project.

Sophie Haroutunian-Gordon  
Education/Social Policy, MS C03  
(Formerly EDPR C03)  
PROBLEMS IN THE PHILOSOPHY OF EDUCATION  
Time:  MW 2:30-4  
Office Address:  Annenberg 117  
Phone:  467-1999  

COURSE DESCRIPTION:  This course will take a historical perspective on the field of philosophy of education. Four classic texts will be read which span 2500 years, and so the class will move from ancient to modern views of the timeless and most profound of educational issues. The readings will help the student to reflect upon his or her own philosophies of education as well as those of the authors. The course will address the following questions: What ought the aims of education be? How do people learn? How can character, as well as intellect be educated? What is the role of educational institutions in society? How can education help to foster democracy?

PREREQUISITES:  None.  

TEACHING METHOD:  Lecture and interpretive group discussion of readings.  

EVALUATION:  attendance; 2 analytical papers; 1 slightly longer paper outlining a personal philosophy of education.  

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Joanne Carlisle  
Education/Social Policy, MS C27  
(Formerly EDPR C27)  
EDUCATING EXCEPTIONAL CHILDREN  
Time:  TTh 4-5:30  
Office Address:  Frances Searle 3540  
Phone:  491-2497
COURSE DESCRIPTION: This course is designed to familiarize students with different exceptionalities (physiological, intellectual, and social-emotional characteristics, as well as etiological factors) within the context of present-day laws, regulations, and educational practices. Particular emphasis is placed on the identification of student's learning needs and the ways in which regular and special educators can attempt to meet these needs.

PREREQUISITES: Junior standing and previous coursework in development.

TEACHING METHOD: Lecture.

EVALUATION: attendance; one structured observation; (3) article critiques; final.
Lisa Gurr  
Anthropology A01  
FRESHMAN SEMINAR:  History in the Making - Revolutions of 1989 in Eastern Europe  
Office:  1810 Hinman  
Telephone:  491-5402  
WF 11-12:30  

DESCRIPTION:  In 1989, the communist regimes of Poland, Hungary, Czechoslovakia, Eastern Germany, Romania and Bulgaria toppled, one after another like dominoes.  In this course, we will look at the decisive role that students, actors, taxi drivers, miners, intellectuals, factory workers, journalists, farmers, street vendors and soldiers played in making the revolutions of Eastern Europe in 1989.  We will use a wide variety of sources -- popular and academic, American and Eastern European -- in order to think about the question:  Who makes history?  

TEACHING METHOD:  Discussion.  

EVALUATION:  Students will focus on one Eastern European country and, using their knowledge of that country, contribute to class discussion (30% of grade).  Two five-page essays on that country are required (20% each), and one ten-page essay (30%) in which students will compare the events in their country of focus with other Eastern European countries.  

READINGS:  

Robert Aunger
Anthropology A01
FRESHMAN SEMINAR: Witchcraft in Africa, America and Cyberspace
Office: 1810 Hinman
Telephone: 491-5402
TTh 3-4:30

DESCRIPTION: The objective of this seminar is to make class participants see witchcraft as a viable and meaningful worldview. While many people classify particular incidents as fortuitous, believers in witchcraft interpret these events as the result of supernatural agency, and therefore purposeful. Readings will include (1) a classic study of witchcraft among the Azande people in Africa, for whom it is a deeply entrenched way of understanding everyday happenings; (2) an extraordinary, scientifically documented case of numerous infant deaths overnight in a Latin American village, attributed to "bloodsucking" witches; and (3) the story of an anthropologist who tried to become a fully participating member of a contemporary society of English witches (consisting largely of well-educated computer hackers). Students will thus hopefully see that witchcraft is alive and well, even in "modern" Western societies, and therefore not merely an anthropological curiosity.

TEACHING METHOD: Alternating instructor- and student-led discussion each meeting, supplemented on two occasions by movies.

EVALUATION: Writing assignments (content and mode of expression), class participation, leadership of discussion session.

DESCRIPTION: This course explores female behavior from an evolutionary perspective, and introduces students to basic Darwinian concepts. A major portion of the class will be spent on women's biosocial development from puberty, through reproductive processes such as pregnancy and lactation, to menopause and aging. The course also explores female life-history strategies in a variety of cultural settings. Examples will be drawn from foraging, horticulturalist, intensive agriculturalist, and modern industrial societies. Issues of women's repression and autonomy within these groups will be explained, and we will attempt to address the roles of biology and culture in shaping women's lives. No prerequisites.

EVALUATION: Two short exams during class periods, and one final exam.

READINGS:
E. Fernea Warnock (1965) Guests of the Sheik

and a coursepack of supplementary readings.


Kathleen D. Morrison
DESCRIPTION: Archaeology is the science that allows us to look back three million years in time to reconstruct the evolution of human culture from our earliest tool-using ancestors up through the development of cities, states and civilizations. In this course, we will examine some of the fundamental questions about prehistoric human development:

1) How do we differ from our non-human ancestors, and more importantly, how did these changes come about?

2) What are the origins of art, symbolic thinking, and other characteristics of human culture? 3) How and why did people first shift from a mobile, hunting-gathering way of life to the sedentary agricultural societies that characterize most of the world today? 4) Why did complex political and social forms such as cities and states develop? We will focus on the ways that archaeologists collect and interpret the material evidence to address these questions. The course will take a comparative perspective, examining the often parallel ways through which these developments took place in different parts of the world.

TEACHING METHOD: Lectures supplemented by slides, and weekly discussion sections.

EVALUATION: Three exams (75%), assignments in discussion sections (25%).

READINGS:


William Irons
DESCRIPTION: In all human societies, people make moral judgments. Certain behaviors are seen as morally wrong, others as morally commendable. At the same time, what is believed right or wrong varies greatly among societies, among historical periods, and even among individuals of the same society and period. Why do human beings almost universally agree that there are such things as right and wrong and, at the same time, fail to agree on the specifics of which behaviors are right and which are wrong? This course critically examines theories stemming from anthropology and evolutionary biology which offer answers to this twofold question.

EVALUATION: Two midterms counting 1/4 of grade each, and a final exam counting 1/2 of grade. NO. P/N. Exams will consist of take-home essays.

READINGS
J. McShea, Morality and Human Nature
R. Frank, Passion Within Reason
R. Wright, The Moral Animal

DESCRIPTION: This course will introduce students to different approaches to the analysis of myth and symbolism: functionalism and structuralism. Readings will concentrate on the writings of the authors who pioneered each approach: Malinowski and Levi-Strauss. Lectures will discuss the theoretical contributions of each of these authors, as well as showing how their methods can be applied to the analysis of particular myths. No prerequisites; P/N is allowed.
TEACHING METHOD:  Primarily lectures.

EVALUATION:  A take-home midterm and a final.

READINGS:
Bronislaw Malinowski, Magic, Science, and Religion.

Edmund Leach, "Genesis as Myth," Claude Levi-Strauss.


Book of Genesis (any reputable translation).

Other readings to be announced.

Kathleen Morrison  
Anthropology C02  
ORIGINS OF CIVILIZATIONS  
Office:  555 Clark  
Telephone:  491-4818  
MWF 2

DESCRIPTION:  In this course we examine the archaeological evidence for and ideas about the origins, structure, and demise of complex urban societies. States and cities appeared independently in the Old and New Worlds, and although all such societies share certain features, they also differ in important ways. We will examine these similarities and differences and consider how and why complex societies came to exist and why they sometimes disappeared. Although lectures will include comparison with other regions, in our reading and discussions we will examine most closely early urban societies that developed in Southwest Asia and compare them with those from three parts of the New World: the Basin of Mexico, Monte Alban, and the Maya region.

Prerequisites: Anthropology B14 (Culture Origins) or equivalent, or instructor's permission.

EVALUATION:  Three essay exams, in-class debate/presentation, one short (5-page) paper.

READINGS
DESCRIPTION: This course is an introduction to method and theory in contemporary archaeology. It begins with the premise that the archaeological arrangements of artifacts and features formed through the action of a variety of human and nonhuman agents. Although archaeology attempts to reconstruct and explain past behavior, our data base contains the physical residue of human behavior, not past behavior itself. The challenge of contemporary archaeology is to develop appropriate methods to translate patterns of material remains in terms of the dynamic aspects of the past that interest us. Archaeological observations are neither self-evident nor sufficient basis for the reconstruction and explanation of dynamic processes in the past. Theory provides a set of conceptual tools for guiding both the questions we ask of our data and the means by which we use our data to make inferences about the past. The forms this theory takes and the ways in which theory informs method are the subject of this course.

The last 30 years has been a period of unparalleled reappraisal of archaeological theory and practice. We will consider the development of American archaeology during this period in terms of the questions archaeologists have asked, the ideas that have guided those questions, and the procedures that have been used to investigate them. Our discussion will focus on the intellectual heritage of normative or cultural-historical archaeology and its
successors in terms of changing archaeological goals and theoretical frameworks, and their importance for contemporary research. The course will be organized around specific examples of archaeological research that have exemplified or challenged theoretical and methodological standards.

EVALUATION: Two essay exams, in-class presentation and discussion, 10-15 page critical review of archaeological case study.

READINGS: Course reader.

Micaela di Leonardo
Anthropology C54
GENDER AND ANTHROPOLOGY
Office: 1810 Hinman
Telephone: 491-4821
TTh 7-8:30pm

DESCRIPTION: Feminist anthropology is now two decades old. In this course will consider the ways in which attending to gender alters and enriches anthropological knowledge, and review the history of anthropologists' shifting understandings of the meanings and entailments of "attending to gender". Course readings, lectures, and discussions will focus on the embeddedness of gender relations, and of anthropology itself, in the histories of Western colonialism and capitalist development. Prerequisite: Juniors and seniors; preference to Anthropology majors. P/N is not allowed.

Malcolm Dow
Anthropology C62-3 (Soc D02)
APPLIED MULTIVARIATE ANALYSIS
Office: 555 Clark
Telephone: 491-4835
TTh 2:30-4

DESCRIPTION: The goal of this course is to present a unified treatment of some widely used multivariate methods. After a brief introduction to linear algebra, we will cover principal components analysis, factor analysis, cluster analysis, multidimensional scaling, and discriminant analysis. We will
use the SPSS/PC+ suite of programs for applications of each method.

EVALUATION:  Homework (60%), Final (40%).

READINGS:


Helen B. Schwartzman
Anthropology C76
SOCIALIZATION
Office: 1810 Hinman, Room 202
Telephone: 491-5402

DESCRIPTION: The study of child development and socialization is examined in this course by focusing on anthropological, historical and psychological studies of children's play and games. Traditionally, Western societies have devalued play, but there is now a growing recognition that play is very important for the social and cognitive development of children. This course will review past and present debates, discussions and investigations of children's play. The influential work of several researchers including Jean Piaget, Sigmund Freud, Margaret Mead, Gregory Bateson, Philippe Aries, Iona and Peter Opie, Brian Sutton-Smith, Barrie Thorne, Beatrice Whiting, and Lev Vygotsky will be considered and critiqued. The importance of looking at "play" and "children" as cultural constructs will be a specific focus of discussion throughout this course.

TEACHING METHOD: Lectures, class discussion and debate.

METHODS OF EVALUATION: Course requirements include one play autobiography (required but not graded), one review and critique of a theorist (written report and oral presentation); one research paper and regular classroom attendance and discussion participation.
READINGS:


...and a packet of selected readings.

Oswald Werner
Anthropology C90/D61
Topics in Anthropology: SEMINAR IN NAVAJO CULTURE and METHODS OF LINGUISTIC ANTHROPOLOGY
Office: 1810 Hinman, #209
Telephone: 491-4830
MW 7-9:30pm

DESCRIPTION: Mondays (for all students) Lectures and discussions on topics in Navajo culture from Navajo language structure to traditional belief system, as well as contemporary topics like the Navajo-Hopi land dispute. During the later parts of the course, we may view films about the Navajo and listen to guest lectures on special topics. Non-EFS students submit only weekly reaction papers based on lectures, discussions and readings, and a brief project proposal and a final term paper on a topic of their choice.

Wednesdays (for Ethnographic Field School students only) This part is in preparation for fieldwork in the Southwest US (usually the following summer), although others may participate. The emphasis will be on ethnographic techniques within ethnoscience (studying culture through language), with discussion of additional field techniques wherever appropriate. After extensive reading in the culture area of interest, EFS students write a pre-proposal (midterm) and then a final term paper and fieldwork proposal of "fundable" quality. Undergraduate students may gain extra credit by learning to transcribe the Navajo language from tapes. P/N is allowed.

TEACHING METHOD: Seminar style weekly meetings with the instructor in classes and frequent one-on-one conferences
with each participant. Participating graduate students and guests will present some lectures. Transcription class will meet during an additional period each week.

EVALUATION: Weekly reaction papers contribute about 30% of the final grade. The required midterm for fieldwork pre-proposal or term paper proposal count for about 10%, and the final paper (and separate proposal for EFS students only) 60%.

READINGS
Correl, J. L., Editha L. Watson, and D. M. Brugge, Navajo Bibliography with Subject Index

Nogales, L. G. (ed.), The Mexican American: A Selected and Annotated Bibliography

Pelto, J. P., Anthropological Research, the Structure of Inquiry

Spradley, J. P., The Ethnographic Interview

Spradley, J. P., Participant Observation

Werner, Schoepfle, et al., Systematic Fieldwork or Doing Systematic Fieldwork

Helen B. Schwartzman
Anthropology C90
Topics in Anthropology: MEDICAL ANTHROPOLOGY
Office: #202, 1810 Hinman
Telephone: 491-5402
F 1-3pm

DESCRIPTION: The field of medical anthropology focuses on the study of relationships between health, healing, illness and culture. Theoretical models and ethnographic studies that relate health and illness to cultural and biological factors will be examined in this course. A number of topics will be covered including ecology and epidemiology of disease; ethnomedicine; illness, emotions and culture; healers, medical systems and cultural change; and American medicine and alternative healers. Students will also examine the various roles that medical anthropologists play in
clinical settings.

TEACHING METHOD: Lectures, class discussion and debate.

EVALUATION: 1) ethnography critique; 2) field study project; 3) research paper and 4) class discussion and participation.

READINGS

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
0404 African-American Studies

Charles Payne  
African-American Studies B30  
THE CIVIL RIGHTS MOVEMENT  
Time: MW 11:00-12:30  
Office Address: 318 Kresge Hall  
Phone: 491-4806/5122  
Expected Enrollment: 40

COURSE DESCRIPTION: The course will be an examination of the development of the American Civil Rights Movement from the post-World War II period through the articulation of Black nationalist ideologies in the late 1960's, treating that history as a case study in the problematics of deliberate social change. The analytical viewpoint will be interdisciplinary but with an emphasis on the kinds of questions most typically asked by sociologists. Among other topics, we will look at the interplay between ideology and program within the movement, the consequences of organizational structure, the political and economic consequences of the Movement, and its impact on American popular and intellectual thought.

No Prerequisites. P/N allowed.

TEACHING METHOD: Lecture-discussion. We will see a film each week outside of class.

EVALUATION: One in-class exam, two take-home essays.

READING LIST:

- Grant, Black Protest
- Raines, My Soul Is Rested
- McAdams, Freedom Summer
- Branch, Parting The Waters
- Mills, This Little Light of Mine
COURSE DESCRIPTION: This course provides both a thematic and historical survey of African American Drama. Plays will be examined in relation to such considerations as the socio-political context in which they were written; the thematic issues raised and styles employed; the aesthetic (or standard of beauty and validity) reflected in the work; and the impact upon both African American and general theatre audiences.

Prerequisites: Sophomore standing or above

TEACHING METHOD: Lecture and discussion, meeting 2 times weekly.

EVALUATION: One mid-term, one take-home final or long paper; depending on local production schedules, attendance at one performance of an African American play and submission of a review.

PRELIMINARY READING LIST:
Ed Bullins, The Electronic Nigger
Charles Fuller, A Soldier's Play, Zooman and the Sign
Lorraine Hansberry, A Raisin in the Sun
James V. Hatch, ed., Black Theater USA: 45 Plays by Black Americans, 1847-1975
Erroll Hill, ed., The Theatre of Black Americans
LeRoi Jones, Dutchman
Ntozake Shange, For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf, Spell #7

Nicole Turner
African-American Studies C-20
THE SOCIAL MEANING OF RACE
Time: TTH 10:30-12
Office Address: 315 Kresge
Phone: 491-4804/5122
Expected Enrollment: 30
COURSE DESCRIPTION: This course will focus on what racial identity means to Black Americans, both as a matter of individual self-definition and as a matter of collective culture. The first half of the course will address the following questions: How are perceptions and meanings of race socially shaped and sustained? How are they affected by various institutional contexts? How do they affect interaction among Blacks and between Blacks and other groups. And, how are the social meanings of race changing? The second half of the course will examine contemporary racial issues as a point of entre' into some of these questions. No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lecture-discussion.

METHODS OF EVALUATION: Field assignment, take-home midterm and final paper.

READINGS:
Omi-Winant Racial Formation in the United States
Wellman, Portraits of White Racism
Wilson, Power, Racism and Privilege
Domhoff and Zweigenhaft, Blacks in the White Establishment
Massey and Denton, American Apartheid

A packet of xeroxed readings will also be required.

Leon Forrest
African-American Studies C60
THE ART OF TONI MORRISON
Time: TTH 2:30-4
Office Address: Kresge 308
Phone: 491-4803/5122
Expected enrollment: 30

COURSE DESCRIPTION: This course will investigate the issues of mythology, symbolism, sexism and racism, as they are revealed and interpreted in the five published novels of Toni Morrison: The Bluest Eye, Sula, Song of Solomon, Tar Baby, and Beloved. We will also exam certain pivotal essays by Morrison; and discuss the artistic reasons why she holds a very central place in African-American Literature and
American Literature.

NO PREREQUISITES:  P/N is allowed.

EVALUATION:  There will be a mid-term and a final paper.  20% of the grade will go for class participation.

Fannie Rushing  
African-American Studies C80-0 21  
RACISM, "RACE", AND NATIONAL IDENTITY IN THE AMERICAS  
Time:  MW 11:-12:30  
Office:  Kresge 308  
Phone:  491-4805/5122  
Expected Enrollment:  10  

COURSE DESCRIPTION:  This course will examine the development of racist ideology and the social construct of "race" in North America, Latin America and the Caribbean. The course will examine how people of African descent conceptualize their identity and relationship to the nation in the countries of the Americas. It explores such questions as whether or why people of African descent in the United States identify primarily with their "racial" definition rather than their nationality whereas in Latin America it has been suggested that the opposite is true.

REREQUISITE:  Juniors, Seniors, Consent of Instructor.

TEACHING METHOD:  Lecture and Discussion.

READING LIST:  TBA

Charles Payne  
African American Studies C80-0  
BLACK MEN IN AMERICA  
Time:  MW 3:30-5:00  
Office Address:  308 Kresge  
Phone:  491-4806/5122  
Expected Enrollment:  15  

COURSE DESCRIPTION:  A historical and sociological
examination of the roles played by Black men. Special attention will be paid to social constrictions of masculinity, whether developed (apparently) in the Black community or imposed upon it. Students will be doing a substantial amount of secondary research.

Prerequisites: Course is open to African American majors and minors; others must have written permission from the instructor.

TEACHING METHOD: Discussion

READING LIST:
- T. Rosengarten, All Gods Dangers
- R. Kelley, Race Rebels
- R. Mincy, Nurturing Young Black Males

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
Stephen Perkinson  
Art History A-01-6  
FRESHMAN SEMINAR: COUNTERFEIT AND IMAGE:  
THE ART OF MEDIEVAL EUROPE  
TTH 9:00-10:30  
OFFICE: 34 Kresge  
PHONE: 491-8031  

COURSE DESCRIPTION:  
What constituted an "image" during the Middle Ages? Who made images? Why? How do medieval images fit into the history of art? We will address these and related questions through important texts, including medieval philosophical treatises, literary works, and documents such as testaments. Our readings of these primary sources will be utilized to construct a preliminary conceptual framework within which we will analyze several major monuments of medieval art in a variety of media. We will furthermore examine the ways in which later scholarship has explained (and at times misunderstood) these monuments, by reading a selection of important scholarly works written between the sixteenth and the twentieth centuries.  

PREREQUISITES:  
None  

TEACHING METHOD:  
Two weekly one and one-half hour seminars involving class discussions based on assigned readings.  

METHODS OF EVALUATION:  
Participation in class discussions, including one in-class presentation, and a series of writing assignments ranging from 3-5 pages in length.  

READINGS:  
The works of Erwin Panofsky, Abbot Suger, St. Gregory, and St. Augustine, as well as other selected texts will be
COURSE DESCRIPTION:

The course seeks to provide an introduction to visual and conceptual skills essential to the description and analysis of visual forms. Although the basic approach is historical, the course also emphasizes certain philosophies of art and modes of art criticism. An organizing theme will be the way in which works of art can be approached both as "artifacts" and as "representations." Lectures, discussions, and readings will employ comparative historical, philosophical, and critical analysis of examples of painting, sculpture, architecture, and other media drawn from varied societies and time periods.

TEACHING METHOD:
The course meets three times a week for lecture; students meet with a graduate teaching assistant once a week for discussion sections.

METHODS OF EVALUATION:
Evaluation will be based on:
(1) participation in section (10%),
(2) two brief written "looking assignments" based on art objects in the Art Institute of Chicago and/or the Field Museum of Natural History (40% total), (3) a short term paper due at the end of the quarter (25%), and (4) a final examination (25%).

READINGS:
E.H. Gombrich, Art and Illusion, and other readings available in a course reader to be announced.
SPECIAL TOPICS IN MEDIEVAL ART: THE ROMANESQUE PORTAL
TTH 10:30-12:00
OFFICE: 33 Kresge
PHONE: 491-7788

COURSE DESCRIPTION:
This course is devoted to a particular feature of early medieval art - the Romanesque Portal. It will address the physical, social, and ideological components of its development, the prevalent themes of its iconography, and some treatments of the subject in art historical scholarship.

PREREQUISITES:
Students are expected to have completed the general survey of Art History and to be familiar with the development and characteristics of Romanesque art.

TEACHING METHOD:
Two weekly one and one-half hour classes involving lecture and discussion.

METHODS OF EVALUATION:
Midterm, final, and one research project/presentation. Student participation in designated class discussions will be considered in evaluation.

READINGS:
M.F. Hearn, Romanesque Sculpture (required); M. Schapiro, Romanesque Art: Selected Papers (required); L. Seidel, Songs of Glory; and M. Camille, Image on the Edge. A Course Packet will also be required for purchase. Additional materials will be placed on reserve.

Chris Bell
Art History C50-2
EUROPEAN ART, 1848-1900
MWF 9:00-10:00
OFFICE: 33 Kresge
PHONE: 491-7788

COURSE DESCRIPTION:
A survey of the major artists and movements in European art from the Revolution of 1848 through the end of the nineteenth
century, including Realism, Impressionism, and Post-Impressionism. The course will concentrate primarily on French art, focussing on institutional changes in the art world; the rise of modernism and the avant-garde; tourism and the spaces of modernity; and issues of gender and sexuality in the art of this period.

TEACHING METHOD:
Three weekly one hour seminars involving class discussions based on assigned readings.

METHODS OF EVALUATION:
Grades will be based upon class participation, a mid-term exam, a final exam, and a research paper.

READINGS:
T. J. Clark, The Painting of Modern Life, and other readings available in a course packet.

Michael Stone-Richards
Art History C60-2
TWENTIETH-CENTURY ART: FROM BERLIN DADA TO THE SITUATIONIST INTERNATIONAL
T 10:30-1:30
OFFICE: 223 Kresge
PHONE: 491-8030

COURSE DESCRIPTION:
In lectures, readings, and class discussions, this course will examine the trajectory of European art in light of the impact of war, social disintegration through economic collapse and the quest for new forms of recuperation. World War I and World War II are the natural loci of definition. Dominant themes will be art and politics, resistance, response to Auschwitz, the epuration and the rapprocement of art and phenomenology.

TEACHING METHOD:
One three-hour seminar involving lecture and discussion based on the assigned reading.

METHODS OF EVALUATION:
Section participation, two short papers and mid-term and final exams. Students will be called upon to make
presentations and a presentation can become a short paper and this includes graduates.

READINGS:
To be announced.

David Van Zanten
Art History  C70-2
MODERN ARCHITECTURE
MWF 10:00-11:00
OFFICE:  254 Kresge
PHONE:  491-8024

COURSE DESCRIPTION:
This course will try to retell--critically--the history of international modern architecture and the perfection of a rational, mass-produced built environment. It will systematically question this history in such areas as:
1.) is rationalism an unquestionable solution to our architectural problems or just a professional procedure?;
2.) is modern architecture actually "rational" in any significant way?;
3.) is this modern architecture relevant to either the public or to populations outside of its place of creation--Western Europe? We will also discuss the alternatives to modernist rationalism (Post-modernism, Deconstructivism, the New Urbanism) of the last two decades.

TEACHING METHOD:
The three weekly class hours will be divided into two lectures (Monday and Wednesday) and a visit to actual buildings in Evanston and Chicago, meeting at these points at 10:00 AM each Friday.

METHODS OF EVALUATION:
The grade will be based upon class participation (especially on Fridays), two quizzes, a term paper and a final examination, weighted respectively 10%, 2*15%, 25%, 35%.

READINGS:
Kenneth Frampton, Modern Architecture; Robert Fishman, Urban Utopias in the 20th Century; plus shorter readings by Anthony Vidler, Christine Boyer, Anthony King, Terry Smith, and Vincent Scully.
Larry Silver
Art History D02
STUDIES IN REPRESENTATION: VISUAL KNOWLEDGE
M 2:00-5:00
OFFICE: 38 Kresge
PHONE: 491-8032
COURSE DESCRIPTION:
Investigation of the origins of naturalism in visual imagery, beginning in the sixteenth century, in relation to related historical phenomena, particularly the origins of the "Scientific Revolution" and "museum" collections. Special attention to what is often relegated to the inclusive term "scientific illustration," beginning with Leonardo da Vinci and Albrecht Durer in the early sixteenth century. Additional attention to visual materials not usually investigated as "art," particularly maps and topographic views of cities and sites, as well as costume and ethnography, with consideration of the effects of voyages of discovery and early colonization. The discussion will also be tied to the Block Gallery exhibition of the seventeenth-century etcher, Wenceslaus Hollar, and will include on-site discussion(s).

TEACHING METHOD:
One three-hour weekly seminar discussion.

METHODS OF EVALUATION:
Original research paper and class discussion.

READINGS:
Articles by Daston, Parshall, Kaufmann, and others. Also the Age of the Marvelous and The Many Faces of Wenceslaus Hollar, exhibition catalog, Block Gallery are required. Kaufmann's The Mastery of Nature, Impey and MacGregor's The Origins of Museums, and Dubus' Man and Nature in the Renaissance are recommended.

O. K. Werckmeister
Art History D20
STUDIES IN MEDIEVAL ART: HISTORICAL GEOGRAPHY OF EARLY MEDIEVAL ART
W 3:00-6:00
COURSE DESCRIPTION:
A survey of early medieval art from the fourth through the tenth century in terms of its historical deployment on the geography of the Roman Empire: decline of Roman cities, strengthening of agricultural estates, Germanic migrations, Byzantine reconquests, monastic networking, Carolingian imperial reconsolidation, Viking, Arab, and Hungarian raids, and the defensive re-assertion of Western European kingship. Studies will focus on outstanding monuments with far-reaching international ties such as the Early Christian cities of Milan and Ravenna, the treasures of Sutton Hoo, Nagyszentmiklos, and Monza, the Book of Kells, and the Carolingian palaces of St. Denis and Aachen.

TEACHING METHOD:
One three-hour weekly seminar discussion.

METHODS OF EVALUATION:
A research paper commensurate with each student's specific preparation and abilities will be required and will be the basis for a grade in the course.

READING:
To be announced at a later date.

Michael Stone-Richards
Art History D60
BETWEEN PSYCHOANALYSIS AND POLITICS: SURREALISM AND EUROPEAN CULTURE, 1919-1939
TH 2:00-5:00
OFFICE: 223 Kresge
PHONE: 491-8030

COURSE DESCRIPTION:
The status of Surrealism as the representative historic avant-garde formation of the twentieth-century is rapidly becoming clear. This seminar course aims to examine the dimensions that make this so, namely, Surrealism's relationship to psychoanalysis and its attempt to develop a theory of creativity to encompass its psychological insights on representation, sexuality, revolution and politics. The
use of nineteenth-century psychopathology, the 
distinctiveness of the Surrealist attitude to the city and 
the relations between Surrealism and the Parti Communiste de 
France will be amongst the dominant issues pursued.

PREREQUISITES: 
A reading knowledge of French would be highly desirable.

TEACHING METHOD: 
One three-hour seminar involving lecture and discussion based 
on the assigned reading.

METHODS OF EVALUATION: 
Students will develop research papers for presentation to the 
seminar (which may be subsequently written up).

READINGS: 
Andre Breton, Les Champs Magnetiques, Nadja, and Position 
Politique de l'art Aujourd' Hui; Marguerite Bonnet, Andre 
Breton et la Naissance de l'aventure Surrealiste; Georges 
Didi-Huberman, Invention de l'hysterie; Maurice Nadeau, 
L'Histoire du Surrealisme; Elisabeth Roudinesco, La Bataille 
de cent ans: Histoire de la Psychanalyse en France, and 
others to be announced.

Michael Leja 
Art History D65 
STUDIES IN AMERICAN ART: NEW YORK DADA AND ITS REVIVALS 
T 2:00-5:00 
OFFICE: 212 Kresge 
PHONE: 491-8027 

COURSE DESCRIPTION: 
The first part of this seminar will be devoted to an 
examination of the work of Marcel Duchamp, Francis Picabia, 
Man Ray, Elsa von Freytag-Loringhoven, and other figures in 
the movement known as New York Dada, focusing especially on 
their work in the period during and just after World War I. 
The second part of the course will analyze the work of 
several later artists, including Robert Rauschenberg, Jasper 
Johns, Andy Warhol, Robert Morris, Bruce Nauman, Sherrie 
Levine, and David Salle, who draw heavily on the themes, 
attitudes, and forms associated with the New York Dadaists. 
A fundamental question motivating our study will concern the
place of this tradition along the modernism/postmodernism axis. Was New York Dada an antimodernism and neodada a postmodernism? What were the historical, cultural, social, and psychological factors that enabled New York Dada's distinctive interests—the readymade, irony, conceptualism, sexuality, the fabricated, ambiguously gendered identity of the artist, and so on? How have these interests been adapted and expanded by so-called postmodern artists? Have the sons of the dadas imported into postmodernism masculist notions of artistic identity and artmaking deriving from New York Dada?

PREREQUISITES:
Enrollment will be limited. Permission of the instructor is required. Some knowledge of 20th century art history prerequisite.

TEACHING METHOD:
Discussion of assigned readings and works of art. Weekly reading assignments will combine historical and theoretical analyses.

METHODS OF EVALUATION:
Based on (1) participation in discussions, (2) short weekly analyses of reading assignments, and (3) a final research paper on a topic to be determined in consultation with the instructor.

READINGS:
Amelia Jones, Postmodernism and the En-gendering of Marcel Duchamp; Fred Orton, Jasper Jones; and Thierry de Duve, The Definitively Unfinished Marcel Duchamp.
0406 Art Theory and Practice

James Yood
Art Theory & Practice, A01-0
FRESHMAN SEMINAR (Contemporary Art Criticism)
Office address: Kresge Hall 42
Time: MW 4:00 - 5:30
Expected enrollment: 15

COURSE DESCRIPTION: The objective of this course is to examine the principles of contemporary art theory and criticism in order to gain an understanding of the complex role of the visual arts in modern culture. Among the issues that will be addressed in a seminar format are feminism, censorship, modernism and postmodernism, the art market, the art museum, public sculpture, and the role of the avant-garde in the modern age.

Prerequisites: Open to freshmen only.

TEACHING METHOD: Course structure will consist of discussions and written assignments which will utilize critical methods developed in the class discussions as well as those employed by a variety of contemporary writers of art criticism. The teaching of this course will consist of readings, slide/lectures, and discussions.

METHODS OF EVALUATION: Grading will be based on participation in discussions, attendance in class and a sequence of short papers, the topics to be developed in class.

Dan Devening
Art Theory & Practice,
A20-0, sec 20
BASIC PAINTING MW 9:00 - 12:00
Office address: Kresge Hall, rm. 226
Expected enrollment: 18
COURSE DESCRIPTION: Through the painting of still life and the human figure, students will attend to the design of a compelling picture plane and work toward inventing a believable picture space. Color interaction, modelling of light and dark and principles of drawing will be employed in the expression of weight, light, space, materiality and mood.

No prerequisites. P/N is permitted.

TEACHING METHOD: Instruction is individualized with periodic discussions and group critiques.

METHODS OF EVALUATION: Grading will be based on degree of personal growth and mastery of painting techniques and materials.

Hannah Dresner  
Art Theory & Practice, A24-0 sec. 20  
ESSENTIALS OF DESIGN; MW 9-12  
Office address: 226 Kresge Hall  
Expected enrollment: 15

COURSE DESCRIPTION: An introduction to the principles of visual composition. Students create individual solutions to visual problems relating to both visual order and meaning. Fundamentals of line, shape, texture, color theory, perspective, narrative and symbolic form are included.

No prerequisites. P/N is permitted.

TEACHING METHOD: Periodic explanatory lectures, group discussions.

METHODS OF EVALUATION: The student's final grade will be based on grades received for individual assignments. Mid-term and final critique. No exams. Individual grades reflect rate of improvement, originality and craft.

Regina Allen  
Art Theory & Practice, A24-0 sec. 21  
ESSENTIALS OF DESIGN; TTH 1:00 - 4:00  
Office address: 217 Kresge Hall
COURSE DESCRIPTION: An introduction to the principles of visual composition. Students create individual solutions to visual problems relating to both visual order and meaning. Fundamentals of line, shape, texture, color theory, perspective, narrative and symbolic form are included.

No prerequisites. P/N is permitted.

TEACHING METHOD: Periodic explanatory lectures, group discussions.

METHODS OF EVALUATION: The student's final grade will be based on grades received for individual assignments. Mid-term and final critique. No exams. Individual grades reflect rate of improvement, originality and craft.

Steve Carrelli  
Art Theory & Practice, A25-0, sec 20
BASIC DRAWING MW 9:00 - 12:00
246 Kresge Hall
Office address: Kresge 217
Expected enrollment: 18

COURSE DESCRIPTION: Step-by-step exploration of the basic elements involved in visual perception and graphic expression.

No prerequisites. P/N is permitted.

TEACHING METHOD: Demonstrations, explanations, periodic critiques and daily one-to-one dialogue.

METHODS OF EVALUATION: Evaluation is made on the basis of in-class performance, attendance, ability to absorb and use information, critiques, and a final portfolio.

Chris Pielak  
Art Theory & Practice, A25-0, sec 21
BASIC DRAWING TTH 1:00 - 4:00
246 Kresge Hall
Office address: Kresge 217
Expected enrollment: 18

COURSE DESCRIPTION: Step-by-step exploration of the basic elements involved in visual perception and graphic expression.

No prerequisites. P/N is permitted.

TEACHING METHOD: Demonstrations, explanations, periodic critiques and daily one-to-one dialogue.

METHODS OF EVALUATION: Evaluation is made on the basis of in-class performance, attendance, ability to absorb and use information, critiques, and a final portfolio.

William Conger
Art Theory & Practice, B22-0
INTERMEDIATE PAINTING; TTh 1:00 - 4:00
Office address: Kresge Hall, rm. 251
Expected enrollment: 18

COURSE DESCRIPTION: This course is structured to help each student develop a personal visual language for the creation of content-oriented paintings.

PREREQUISITES: Since this course is designed to build upon the painting fundamentals learned in Basic Painting, A20-0 is a prerequisite.

TEACHING METHOD: Brief lectures, demonstrations and discussions will introduce and clarify new concepts. In addition, the instructor will give individual guidance through one-on-one discussions with each student as the paintings develop.

METHODS OF EVALUATION: The final grade will be based on three-part evaluation of each student's performance and finished paintings as follows:

EFFORT = ambition of projects in terms of scale or complexity; preparedness, includes having needed painting materials like stretched canvasses and photographic sources when required; level of attendance; being on time; level of overall improvement.
PAINTING FORM = how well visual and technical information are assimilated; level of skill in paint application and in modelling form; quality of decisions made in terms of scale, composition, value, use of color, etc.

PAINTING CONTENT = quality of ideas; how well chosen images convey intended content; level of creativity in terms of how sources are used and which sources are used.

William Cass
Art Theory & Practice, B25-0
INTERMEDIATE DRAWING; MW 1:00 - 4:00
Office address: Kresge Hall, rm. 217
Expected enrollment: 18

COURSE DESCRIPTION: This is an intermediate level course which is structured with the premise that students have previous experience with the basic elements of drawing. Emphasis is placed on the translation of three-dimensional space onto a two dimensional surface, the continued development of perceptual abilities, as well as content and creative thought. The primary focus of this course is the development of drawing skills.

Prerequisites: A20, A25 or equivalent.

TEACHING METHOD: Demonstrations, explanations, periodic critiques and daily one-to-one dialogue.

METHODS OF EVALUATION: Effort, growth and inventiveness are major considerations along with in-class performance, participation in critiques, attendance and the quality of your portfolio.

Jin Lee
Art Theory & Practice, B50-1
BASIC PHOTOGRAPHY; TTh 9-12:00
Office address: Kresge Hall, rm. 217
Expected enrollment: 12

COURSE DESCRIPTION: This course will concentrate on extensive darkroom instruction focusing on high-quality
processing of black and white film prints.

No prerequisites. P/N is permitted.

TEACHING METHOD: Class sessions are devoted to lecture/demonstrations, and group critiques. Students work during class sessions and also independently. In other words, you must be prepared to work in the photo lab beyond class time.

METHODS OF EVALUATION: Student performance is judged by your attendance, ability to absorb information, completion of projects and your final portfolio.

James Yood
Art Theory & Practice, B72-0
INTRO TO UNDERSTANDING 20TH CENTURY ART; MW 2:30 - 4:00
Office address: Kresge Hall, rm. 42
Expected enrollment: 24

COURSE DESCRIPTION: An introduction to the major themes and stylistic strategies adopted by 20th Century artists, with a special emphasis on contemporary art. Through an examination of 20th Century art theory and criticism and a focus on writings by artists, the class will attempt to get an overview of the many movements that have characterized recent art practice. The class will also examine the specific systems—the school, the studio, the gallery, the museum, the art magazine—that provide a structure for the modern artist, and give their efforts a context and audience.

No prerequisites. P/N is permitted.

TEACHING METHOD: Two lectures per week with extended class discussions. Students will be required to view a variety of current exhibitions during the quarter.

METHODS OF EVALUATION: There will be a mid-quarter and final examination, and two brief papers, the topics to be developed in class. These and class participation and attendance will determine grading.

REQUIRED READING: To be assigned in class.
COURSE DESCRIPTION: An introduction to visual representation in which students learn about the processes and possibilities of visual communication through both comparative analysis of images and through creative work in the studio. The course begins with the structural elements of visual form (line, color, space) and progresses to perennial artistic themes (the human figure, nature, deity, authority, cultural others). The place of invention and convention in the production of art will also be addressed. For all topics treated, analytical and creative approaches will be explored simultaneously. The course requires six hours of class time per week, plus assignments.

Prerequisites: A90 Art Process or permission of instructors. No previous art experience is expected. No P/N option.

TEACHING METHODS: The course is team-taught; each meeting consists of one hour lecture/discussion of texts and slides followed by two hours of studio work.

EVALUATION: Grades are assigned on the basis of studio projects, mid-term and final exams (involving critical analysis of visual images and answers to essay questions) and participation in class discussion/critiques.

READINGS AND SUPPLIES:
Albert Elsen, Purposes of Art
Xeroxed course packet
Assorted studio materials, for work in variety of media
COURSE DESCRIPTION:  Flexible structure with emphasis on the coordination and development of the students' individuality. Emphasis will be on a heightened sense of the visual orchestration. Focus on the figure, still-life etc. may be used as a class concentration.

Prerequisites:  A20, B22 or equivalent.  P/N is permitted.

TEACHING METHOD:  Periodic critiques are combined with daily one-to-one dialogue.

METHODS OF EVALUATION:  Grade evaluation is based on a combination of effort, growth and inventiveness and a final portfolio.

Bill Cass
Art Theory & Practice, C33-0
LITHOGRAPHY; MW 9:00 - 12:00
Office Address:  Kresge Hall, Rm. 203
Expected enrollment:  12

COURSE DESCRIPTION:  A wide range of traditional and recently innovated techniques will be taught on lithographic stone. Students will learn traditional drawing techniques, both wet and dry, additive and substrative, acid tinting, multiple color printing, reversal and transfer techniques, professionally printed antique and contemporary lithographs will be examined and discussed in the studio.

Prerequisites:  A25 or equivalent.  P/N is permitted.

TEACHING METHOD:  Daily technical demonstrations and discussions orientated towards specific individual creative goals.

METHODS OF EVALUATION:  Course work will be formally evaluated at mid-term and during exam week. The completion of all assigned projects, executed with serious consideration and technical proficiency, will be expected.

Gary Justis
Art Theory & Practice, C42-0
PROCESS SCULPTURE & ENVIRONMENTAL ART; TTh 1:00 - 4:00
COURSE DESCRIPTION: A project course centering around some of the most current ideas in the sculpture field. The role of human as artist-"creator" will be compared with that of artist-"documentor" and "selector." Projects will be open-ended, limited only by the student's resourcefulness.

No prerequisites. P/N is permitted.

TEACHING METHOD: In-class time will alternate between discussions, slide-lectures and individual guidance of particular projects with the latter being prominent. Occasional critiques and discussions of student projects, professional shows and sculpture readings.

METHODS OF EVALUATION: 85% of course grade will be determined by the sculpture projects. A quiz or short paper will be used to determine the students' grasp of concepts and the remaining percentage of the grade.

REQUIRED READING: Artforum magazine and museum publications.

James Valerio
Art Theory & Practice, D22
STUDIO PAINTING; MW 9-12
Office address: Kresge Hall, rm. 249
Expected enrollment: 12

COURSE DESCRIPTION: Flexible structure with emphasis on the coordination and development of the students' individuality and on a heightened sense of the visual orchestration. Emphasis also on individual directions.

Prerequisites: Graduate level or permission of instructor

TEACHING METHODS: Periodic critiques are combined with daily one-to-one dialogue.

METHODS OF EVALUATION: Grade evaluation is based on a combination of effort, growth, inventiveness, final portfolio and rate of attendance. Individual as well as periodic group critiques.
Ed Paschke
Art Theory & Practice, D25-0
SPECIAL PROBLEMS IN ART; TTh 4:00 - 6:00
Office address:  Kresge Hall, rm. 215
Expected enrollment:  12

COURSE DESCRIPTION:  Seminar and critique of graduate student work in optional media. Senior art majors allowed into class by special permission

PREREQUISITES: Intermediate and advanced studio work

TEACHING METHOD: A combination of discussions, papers, projects, and field trips.

METHOD OF EVALUATION:  Assessment of participation through verbal and written ideas along with relevant and appropriate projects.

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
Astronomy A03
Solar System
Instructor: Mel Ulmer
Office Address: Dearborn 3
Office Phone: 491-5633
Time & Place: MWF @ 11, UNV 102

Course description: Study of our solar system, including the planets and their moons, the Sun, comets, asteroids, the Earth and the Moon. Especially suited for nonscience majors seeking to follow up ASTR A20 with a more detailed astronomy course.

Prerequisites: High-school algebra is needed.

Teaching method: Three lectures per week.

Evaluation: Midterm examinations and a final examination.

Astronomy A20
Highlights of Astronomy
Instructor: David Meyer
Office Address: Dearborn 6
Office Phone: 491-4516
Time & Place: MWF @ 2, Tech LR2

Course description: A descriptive course designed to acquaint students with the modern concepts and the results of research on the solar system, stars, galaxies, and the Universe. The emphasis is on the understanding of fundamental principles and underlying concepts, rather than on the mathematical and quantitative discussion of facts and phenomena.

Prerequisites: One year of high-school algebra.
Teaching method: Three lectures and one discussion session per week. Even though the enrollment is expected to be fairly large, classroom discussion is encouraged.

Evaluation: One or more midterms and a final examination.

Text: Universe, 3rd Edition, Kaufmann

Astronomy C31
Astrophysics
Instructor: Ronald Taam
Office Address: Dearborn 10
Office Phone: 491-7528
Time & Place: MWF @ 2, Tech B397

Course description: Stellar structure and evolution: basic equilibrium equations, physical conditions in the stellar interior, stellar energy sources, evolution of stars, nucleosynthesis, supernova phenomena, white dwarfs, neutron stars, and black holes.

Prerequisites: Physics C39 or C39-3. Enrollment limited to students enrolled in ISP.

Evaluation: One or more midterms and a final examination.

Astronomy D30-0
Galaxies
Instructor: Sam Finn
Office Address: Dearborn 9A
Office Phone: 491-4568
Time & Place: TTh @ 10:30-12:00, Tech L313

Course description: Galaxy types, their distribution in space, and the physical processes involved in their formation and evolution.

Prerequisites: ASTR B20-0 or permission of the instructor

Evaluation: One or more midterms and a final examination.
COURSE DESCRIPTION: This course will focus on the role of genetics in human disease. Each student will write a 4,000 word essay in the style of a scientific review on a specific hereditary disease, covering such topics as the mode of inheritance of the condition, the cells or tissues involved, the anatomy of the gene responsible and the structure and function of this product, prospects for cure, and the ethical and legal problems associated with counseling the patient and his or her relatives.

PREREQUISITES: None.

TEACHING METHOD: The instructor will lecture on the methods of library research and the techniques of scientific writing. Subsequently during lectures on the fundamentals of human genetics, the students will be drawn into discussions on the insights the diseases they are studying provide concerning the genetic control of human development and metabolism. Individual meetings will be set up to go over the manuscript at various stages of its development.

EVALUATION: Based on the grades given for the first and second drafts of the review, for 5 and 15 minute oral reports, and on class participation.

READINGS:
Lewis, R.  Human Genetics: Concepts and Applications
McMillan, V. Writing Papers in the Biological Sciences
Albert Farbman  
Biological Sciences  A05-6  
FRESHMAN SEMINAR  
REPRODUCTIVE TECHNOLOGY  
Time:  TTH 10:30-12:00  
Office Address: Hogan 5-170  
Office Phone: 1-7039  
Expected Enrollment: 15

COURSE DESCRIPTION: The discussions will focus on the ethical, legal and social issues raised by scientific advances in reproductive technology. We shall first discuss the biology of human reproduction, contraception, and the causes on infertility. We shall then discuss some of the technological means that enable infertile couples to have children and the issues that sometimes complicate the implementation of these new technologies. Finally, we shall discuss other important issues dealing with certain aspects of human reproduction, including the pros and cons of abortion.

PREREQUISITES: None.

TEACHING METHOD: Lectures, discussion.

EVALUATION: Three papers on assigned topics, 5-6 pages each

READINGS: tentative:
"New Conceptions" by Lori Andrews.  
2) US Supreme Court, 410 US 113. (1973) "Roe vs. Wade"  
1990.

Tai Te Wu  
Biochemistry, Molecular Biology and Cell Biology, 409-C10  
QUANTITATIVE BIOCHEMISTRY AND MOLECULAR BIOLOGY  
Time: MWF 8:00  
Office Address: Tech E265  
Phone: 491-7849  
Expected Enrollment: 25 (ISP students only)
COURSE DESCRIPTION: Several quantitative methods of study in biochemistry and molecular biology will be studied in detail, e.g., immunochemistry, macromolecular structures, prediction of tertiary structures of proteins, secondary structure of DNA, etc. We are planning to introduce some simple experiments. A discussion of the properties of the AIDS virus will be included.

This course is for ISP students only.

PREREQUISITE: 409-B10-2 or 409-C09. P/N not allowed.

TEACHING METHOD: Lecture material will include basic knowledge of the subject matters in textbooks as well as current literature articles.

EVALUATION: Weekly homework will be required. There will be two one-hour examinations and one final examination.

READING LIST: Current literature articles will be assigned during the course. No textbook is required.

Robert Lamb
Biochemistry, Molecular Biology and Cell Biology, 409-C21/D21

BIOLOGY OF ANIMAL VIRUSES
Time: MWF 11:00
Discussion session: TBA
Office Address: Material & Life Sciences, Rm. 3-141
Phone: 491-5433
Expected Enrollment: 35

COURSE DESCRIPTION: The life cycle of many animal RNA and DNA viruses will be examined. The aim of the course is to emphasize fundamental knowledge in molecular biology and cell biology, and highlighted by specific examples with animal viruses, e.g. glycoprotein synthesis, the exocytic pathway, 3-dimensional structure using influenza virus hemagglutinin and neuraminidase as examples, RNA splicing using SV40 and adenovirus as examples; transformation of cells using DNA tumor viruses and RNA tumor viruses as examples; frameshifting using RNA tumor viruses and alpha-viruses as examples; DNA replication using SV40 and cleavage-activation of biological molecules using influenza virus and paramyxoviruses as examples; antigenic sites using influenza
virus hemagglutinin as an example.

PREREQUISITES: 409-B10-1, 2, 3; 409-C01.

TEACHING METHOD: Lectures and discussion section.

EVALUATION: Mid-term written exam, final written exam.

READING LIST: Fundamental Virology, (Knipe & Fields) Raven Press, and papers to be provided with each class.

Daniel Linzer and Lawrence Pinto
Biological Sciences  B10-3

BIOLOGY
Time: MWF 8:00 Lecture or MWF 11:00 Lecture
F 4:00-6 Review Session:
(optional discussions; required time for examinations)
One 3-hour lab per week on T, W, TH, or F.
Office Address: DL: 3-150 Hogan
LP: 2-140 Hogan
Office Phone: DL: 491-8200
LP: 491-7915
Expected Enrollment: Approx. 380

COURSE DESCRIPTION: Eukaryotic cell biology, neurobiology, and physiology.

PREREQUISITES: 409 B10-1,  B10-2

TEACHING METHOD: Lectures, discussion, and laboratories.

EVALUATION: 2 midterms and 1 final examination; lab reports

READINGS:
Alberts et al., Molecular Biology of the Cell (1994)
Moffett et al., Human Physiology (1993)
Other Books:

Robert Holmgren
Biological Sciences  C95-0
MOLECULAR GENETICS
COURSE DESCRIPTION: This course will examine how molecular genetics can be used to study biological problems. Examples will be taken from the cell biology of yeast, the development of Drosophila and genetic diseases in humans.

PREREQUISITES: Biology B10-2.

TEACHING METHOD: Two lectures per week and a discussion section.

EVALUATION: 1/4 participation in the discussion section, 1/4 midterm exam and 1/2 final.

READINGS: Background reading: Suzuki et al. An Introduction to Genetic Analysis.; Research papers and review articles.

Gary J. Galbreath
Biological Sciences A03-0
DIVERSITY OF LIFE
Time: MWF 1:00
Office Address: Hogan 6-170
Office Phone: 491-8775
Expected Enrollment: 200

COURSE DESCRIPTION: Comparative survey of the eight kingdoms of organisms, emphasizing adaptation, anatomical structure, and phylogenetic relationships. Study of major phyla and classes of animals and plants. Particular emphasis on animal groups. For non majors and majors.

PREREQUISITES: None.

TEACHING METHOD: Lectures.

EVALUATION: Three exams (midterms).

Gary J. Galbreath  
Biological Sciences  A91-0  
EVOLUTION AND ECOLOGY  
Time:  MWF 3:00  
Office Address:  6-170 Hogan  
Office Phone:  491-8775  
Expected Enrollment:  120  

COURSE DESCRIPTION:  A survey of major evolutionary and ecological principles.  

PREREQUISITES:  None.  

TEACHING METHOD:  Lectures.  

EVALUATION:  Three exams (midterms).  


Francis C. Neuhaus  
Biological Sciences  C33-0  
MICROBIAL CELL AND MOLECULAR BIOLOGY  
Time:  MWF 10:00  
Office Address:  3-140 Hogan  
Office Phone:  491-5656  
Expected Enrollment:  25  

COURSE DESCRIPTION:  Prokaryotic organisms constitute the single most abundant form of life on the planet. A study of their structure, growth, metabolism, and genetics provides the basis for understanding these organisms. Contemporary computer-based strategies for investigating the molecular biology of prokaryotic organisms are also emphasized. These will include sequence analyses with MacVector 4.1 combined with searches of the ENTREZ database and BLAST retrieval to discover and interpret new developments in the bacterial genome organization. These discoveries will be facilitated with interpretations and analyses from the GCG program.  

PREREQUISITES:  This course requires the completion of Organic B10-1 and Biology B10-1, 2 and 3 or equivalent. Permission of instructor required.
TEACHING METHOD: Three lectures per week and approximately two hours per week of independent study using the computer network of the Biology Resource Center.

EVALUATION: Midterm, final examination and three reports.


Douglas Burman
Biological Sciences  C08-0
NEUROANATOMY LABORATORY
Time: Lecture MWF 9:00;  Lab F 12-2:00 or 2-4:00
Office Address:  MLS 2-165
Office Phone:  491-7374
Expected Enrollment:  48

COURSE DESCRIPTION: A thorough examination of the organization and morphology of the nervous system. Emphasis will be placed on the human central nervous system, but comparisons will be made with the nervous systems of other vertebrates and invertebrates. Sufficient consideration will be given to the function of the various systems to make the anatomy understandable and interesting. Topics to be covered in the course include: Sensory and Motor Systems, Autonomic (Visceral) Systems, and Cerebral Cortex.

PREREQUISITES: 409-B10-3.

TEACHING METHOD: Lectures and laboratory.

EVALUATION: TBA


Olivier Rieppel
EVOLUTIONARY MORPHOLOGY OF VERTEBRATES
To be held at the Field Museum of Natural History, Chicago. Transportation will be provided.
Time: TTH 1:00-4:00 p.m. (With transportation time: 12:00-5:00 p.m.)
Office Address: Dept. of Geology, Field Museum of Natural History
Phone: (312) 922-9410, ext. 643
Expected Enrollment: 20 maximum

COURSE DESCRIPTION: As evolutionary morphology relates not only to the comparison of extant animals, but also to the fossil record, main emphasis will be placed on the musculoskeletal and sensory systems of vertebrates. The course will open with a brief introduction to the principles of comparative biology and the notion of homology—prerequisite for phylogeny reconstruction. An introduction to vertebrate hard tissues: cartilage, bone, dentine, and enamel, will precede the discussion of the structure and function of earliest vertebrates in relation to their environment. Discussion of vertebrate morphology will trace structural and functional changes throughout "fishes", the transition to land, the diversity of amphibians and reptiles, and the origin of mammals. The goal will be an improved understanding of the highly derived human skeletal structure from an historical perspective.

A series of lectures will be complemented by the dissection of a shark and/or of a generalized actinopterygian fish, Amia calva. This dissection program will challenge the students' observational and illustrative skills, and an illustrated dissection report will have to be written. The dissection program will require individual involvement and performance by students.

PREREQUISITE: General prerequisite: some background in evolutionary theory. Course prerequisite: any one of the following: 409-A03, 409-A04, 409-A65, 409-A97, 409-B10-3 or 409-C01, or equivalent.

TEACHING METHOD: 50% lecture, 50% laboratory: students will complete an illustrated dissection report, and will be asked to compare results in an essay report.

EVALUATION: Grades will be based on a mid-term and a final
exam, as well as on the dissection report.


Scott Ness
Biological Sciences C91-0
EUKARYOTIC REGULATORY MECHANISMS
Time: MWF 11:00
Office Address: MLS 3131
Office Phone: 467-1188
Expected Enrollment: 30

COURSE DESCRIPTION: This course will focus on the mechanisms which regulate the growth and differentiation of eukaryotic cells. Topics will include: eukaryotic gene regulation; control of the cell cycle and of cell division; control of differentiation; oncogenes, growth control and cancer.

PREREQUISITES: 409-C09-0 (Molecular Biology) or permission of instructor

TEACHING METHOD: Lectures, study section, plus student presentations.

EVALUATION: Two take-home midterms plus final examination. Students will also be required to participate during in-class discussions.

READING LIST: The course will primarily be taught using scientific articles from the current literature. Recommended additional text book: Lewin, B. (1994) Genes V.

Peter Dallos
Biological Sciences C11-0
CELLULAR NEUROBIOLOGY
Time: MWF 12:00
Office Address: 2-248 Frances Searle
Office Phone: 491-3175
Expected Enrollment: 25

COURSE DESCRIPTION: Emphasis on current electrophysiological
approaches to the nervous system at the level of single neurons. The course examines in detail the mechanisms that permit nerve cells to generate and propagate electrical signals and to communicate these signals to other cells. Topics will include the electrochemical basis of the resting potential, biophysical analysis of mechanisms underlying neuronal potentials, and specific examples drawn from the neurobiology of sensory receptor cells.

PREREQUISITES: 409-B10-1,2, and 3.

TEACHING METHOD: Lectures.

EVALUATION: Homework, midterm, and final examinations.

other readings TBA.

Alfonso Mondragon
Biological Sciences C23-0
MOLECULAR BIOPHYSICS
Time: MWF 9:00
Office Address: TECH B-693
Office Phone: 491-7726
Expected Enrollment: 25

COURSE DESCRIPTION: Structure and function of biological macromolecules; methods of structure determination of biological macromolecules.

PREREQUISITES: Biochemistry, organic chemistry, physics.

TEACHING METHOD: 3 lectures per week.

EVALUATION: 33% midterm, 33% final; 33% homework.

Albert I. Farbman
Biological Sciences  C04-0
DEVELOPMENTAL NEUROBIOLOGY
Time:  MW 11:00-12:30
Office Address:  5-170  Hogan
Office Phone:  491-7039
Expected Enrollment:   40

COURSE DESCRIPTION:  This course will be focused primarily on the cellular aspects of the development of the nervous system with emphasis on the relation between structure and function during development. The approach will be analytical, based mostly on discussions of experimental studies.

PREREQUISITES:  409-B10-1, 2 and 3.

TEACHING METHOD:  Two lectures weekly.

EVALUATION:  2 quizzes, midterm and final.

READINGS:  No textbook. Assigned readings from original research articles.

John S. Bjerke
Biological Sciences  409-A70-0
CONCEPTS OF BIOLOGY
Time:  MWF 10:00
Review Session (optional)  TH 4:00-6:00
Office Address:  Swift Hall 306, 2029 Sheridan Road
Office Phone:  467-1394
Expected Enrollment:   80

COURSE DESCRIPTION:  A comprehensive consideration of the concepts embodied in the cell theory, the theory of evolution, and the central dogma of molecular biology: three ideas which more than any other influenced the future of biology. Additional concepts to be considered include the roles of description and experimentation in biology, the
limitations imposed on living organisms by the laws of physics and chemistry, and the concept of the community. Primarily for non-majors. Satisfies the CAS distribution requirement for Area I - Natural Sciences.

PREREQUISITES: None. Not open to students who have completed (or are currently enrolled in) any part of the 409-B10 sequence or to students who have completed 409-A80 or 409-A90. P/N not permitted.

TEACHING METHOD: Three 50-minute lectures and one 2-hour review session (optional) per week plus an optional Computer-Assisted Instructional (CAI) program.

EVALUATION: Three mid-term examinations (one given at the end of the 4th week, one at the end of the 7th week, and one during the final examination period.)


John S. Bjerke
Biological Sciences 409-A90-0
CHARACTERISTICS OF LIVING ORGANISMS
Time: Lecture MWF 1:00; Lab T 9:00-12:00
Review session (optional) TH 2:00-4:00
Office Address: Swift Hall 306, 2029 Sheridan Road
Office Phone: 467-1394
Expected Enrollment: 48

COURSE DESCRIPTION: A rigorous introduction to biology as a descriptive and, especially, an experimental science, focusing on features typifying all living things and drawing on examples from the animal, plant, fungal, protist, and moneran kingdoms. Laboratory activities are related to lecture topics; both experimental and descriptive approaches will be utilized, and technical aspects will be emphasized. Strongly recommended for students planning to take 409-B10-1, 2, 3, but with limited prior training in biology.

PREREQUISITES: Permission of instructor. (For permission-
to-register slip, please come to Room 306 of Swift Hall between the hours of 11:30am to 4:30pm on Monday through Thursday during the pre-registration period - February 20-28, 1995. You will need a permission slip before going to Parkes Hall to pre-register. ) Not open to students presenting AP credit in Biological Sciences, students in the HPME program, students who have completed 409-A70 or 409-A80, and students who have completed (or are currently enrolled in) any part of 409-B10 sequence. P/N not permitted

TEACHING METHOD: Three 50-minute lectures, one 3-hour laboratory, and one 2-hour review session (optional) per week plus an optional Computer-Assisted Instructional (CAI) program.

EVALUATION: Three one-hour midterm examinations, one comprehensive one-hour final examination, and a laboratory practical examination plus evaluation of selected laboratory projects.

READINGS: Neil Campbell, Biology (Third Edition), Benjamin/Cummings Publishing Company, 1990. Several additional articles will be distributed. (Lecture Outlines plus comprehensive Exam File available at CopyCat).

Erwin Goldberg and Robert C. King
Biological Sciences 409 C09-0
ISP BIOCHEMISTRY AND CELL BIOLOGY
Time: MWF 9-10am Lecture; TH 6:00-9:00 Lab
Office Address: EG: 4-100 Hogan
 RK: 5-130 Hogan
Office Phone: EG: 491-5416
 RK: 491-3652
Expected Enrollment: 26

COURSE DESCRIPTION: Lectures on selected topics in biological science including cell structure and function, genetics, development, molecular biology and biochemistry of macromolecules. The laboratory will consist of a series of experiments involving female sterile mutations of Drosophila. Each student will prepare and analyze stained whole mounts of ovaries from normal and mutant flies and prepare a report that describes the conclusions drawn concerning the role
played by the products encoded by the gene under study.

PREREQUISITES: None.

TEACHING METHOD: Lectures, discussions, selected readings.

EVALUATION: 60% of the grade will be determined by quizzes and the final examination. 40% will be based on the laboratory work.


c tec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
C01-0  Topics in the Humanities
The Aesthetic of the American Revolution 1776-1850
Terry Mulcaire
TTh 10:30-12:00

In this course we will study how sentimental literature was adapted to the purposes of revolutionary (and post-revolutionary) American politics. This adaptation involves the fusion of two spheres of experience in modern life that are usually held to be antithetical: the private, intimate or aesthetic sphere, and the public, political and marketplace sphere. We will see how Tom Paine, Susanna Rowson, and Nathaniel Hawthorne represent economic and political relations in America in terms of the intimate, affectional and political relations typical of the modern nuclear family, and vice versa; we will also explore some alternative models of social relations proposed by James Madison and Ralph Waldo Emerson. In our discussions we will explore the implications of this fusion for national politics, the politics of gender, and, finally and most importantly for our purposes, for notions of literature's aesthetic value, and social importance, in a democratic society.

Texts: Tom Paine, Common Sense; Susanna Rowan, Charlotte Temple; Nathaniel Hawthorne, The House of Seven Gables. There will also be a reader.

Teaching Method: combined lecture and discussion.


Permission of Instructor is required.
413 A01-3
ELEMENTARY LATIN  (2 sections)
Enrollment limit: 20 students/section
Time:  Section 20 - MTWF 10:00-11:00
Section 21 - MTWF 2:00-3:00
Instructor: Kathleen McCarthy
Office: Kresge 10-A
Phone: 491-7104

COURSE DESCRIPTION:  The third in a three-quarter sequence of
grammatical training in elementary Latin; some grammar
review; detailed reading of adapted and original Latin
literature.

PREREQUISITES:  Latin A01-2, placement examination, or
permission of the instructor.  P/N not allowed.

TEACHING METHOD:  Translation, analysis and review of daily
reading assignments; some grammatical exercises.

EVALUATION:  Preparation of daily assignments, participation
in classroom work, quizzes and final exam.

TEXTS:  Primary text to be determined; additional selections
from classical Latin authors; handouts to be distributed in
class.

413 A01-6
FRESHMAN SEMINAR: THE LANGUAGE OF VIRGIL
Enrollment limit:  15
Time:  TT 2:30-4:00
Instructor:  Mary Wilson
Office:  Kresge 5
Phone:  491-8044

COURSE DESCRIPTION:  This course is intended for students
with no previous study of Latin.  While it by no means
replaces Elementary Latin, the course will give you an elementary grounding in the language as well as a taste of what goes on in higher level Latin literature classes. After three weeks of intensive introduction to the fundamentals of Latin, you will begin to read and study Book I of Virgil's Aeneid in the original language. You will get a sense of what Latin is like and learn how it was used by one of its greatest poets. You will learn a new way to discover what poetry is by examining Virgil's arrangement of sounds and impressions and his manipulation of meter and word order. You will come to know why the meaning of this poem could not be fully appreciated in any translation.

PREREQUISITES: None. Course is intended primarily for freshmen, but upperclassmen will be admitted, space permitting.

TEACHING METHOD: Explanation of material by instructor, class discussion of daily assignments, and student presentations.

METHOD OF EVALUATION: Writing assignments, class participation and presentations. There will be four 5-page papers and rewrites.

TEXT: D. Garrison, The Language of Virgil: An Introduction to the Poetry of the Aeneid

413 B01-3
INTRODUCTION TO LATIN LITERATURE
Enrollment limit: 20
Time: MWF 10:00-11:00
Instructor: Jeanne Ravid
Office: Kresge 9
Phone: 491-8043

COURSE DESCRIPTION: The goal of second year Latin (B01-1,2,3) is the development of proficiency in reading Latin, through introduction of the student to major works of Latin literature. The CAS foreign language requirement may be met either by earning a grade of B or better in this or any other Latin B01 course, or by earning a grade of C- or better in the third of three Latin B01 courses.
The third quarter will feature a reading of selected Epodes and Odes of Horace featuring love, death, the pursuit of pleasure, the politics of empire, and the place of poetry in Roman society. Discussions will evaluate Horace's poetic artistry, his persona, and the personality behind the rhetoric.

TEACHING METHOD: Seminar format: translation, informal lecture, and discussion.

PREREQUISITE: Latin A01-3 or placement in B-level Latin. Note that other B-level Latin courses, though not prerequisites, are useful for this course. No P/N.

EVALUATION: Classroom work, assigned translations, quizzes, mid-term, and final exam.


413 C10-0
READINGS IN LATIN LITERATURE
Enrollment limit: 20
Time: TT 1:00-2:30
Instructor: Robert Wallace
Office: Kresge 11
Phone: 491-8041

COURSE DESCRIPTION: A study of the chief works of Latin literature, arranged in a three year cycle. The topic for Spring 1995 will be Cicero's Letters, and the De Amicitia.

PREREQUISITES: Latin B01 or equivalent. P/N not allowed.

TEACHING METHOD: Discussion and informal lectures.

EVALUATION: Classwork; midterm and final examination or term paper.

TEXTS:

414 A10-0
A STUDY OF SCIENTIFIC VOCABULARY THROUGH CLASSICAL ROOTS
Enrollment limit: 35
COURSE DESCRIPTION: The intent of this course is to familiarize the student with a wide range of Greek- and Latin- derived words encountered in scientific and primarily medical fields. Students will gain familiarity with the basic components and an understanding of the underlying principles in word formation. This will include acquiring a basic vocabulary of word roots, prefixes, and suffixes, much of which is a matter of memorization; and will also include analysis of words, aiming at an understanding of the relationship of the various components. With a good grasp of how all such words work, the meaning of thousands of scientific words never seen before may be guessed at with reasonable assurance of accuracy.


TEACHING METHOD: Independent Study: The student is on his or her own to study and complete the exercises in the text/workbook and to take quizzes and exams as scheduled. Each quiz covers two chapters. The mid-term covers the first eight chapters, and the final is a comprehensive exam, covering all material in the course. Requires a minimum of 9 hours of study per week.

METHOD OF EVALUATION: Mid-term exam and final exams. Quiz grades do not count towards the final grade. However, they are immensely valuable as a diagnostic tool and pacer for the student, and serve as preparation for the mid-term and final exams.

TEXTS: (Available at SBX): Dunmore and Fleischer, Medical Terminology: Exercises in Etymology, 2nd edition, and a medical dictionary (recommended: Taber's Cyclopedic Medical Dictionary).

414 B12-0

ROMAN CIVILIZATION
COURSE DESCRIPTION: This course is designed to survey the history of the Roman Republic and selected topics of the Empire. The emphasis is on the nature and development of political and social institutions. Slide lectures will illustrate conditions of Roman life - e.g., Pompeii, Rome.

PREREQUISITES: None, P/N NOT allowed.

TEACHING METHODS: One 1-hour lecture, 1-hour discussion per week.

EVALUATION: Midterm and final exams.


GREEK MYTHOLOGY
Enrollment limit: 80
Time: TT 9:00-10:30
Instructor: Martin Mueller
Office: University Hall 405
Phone: 467-1065

COURSE DESCRIPTION: This course is an introduction to the web of stories the Greeks told about their gods and about people associated with such places as Thebes, Crete, or Troy. It is also an introduction to the peculiar problems of interpretation raised by these stories, for they quickly became (or perhaps always were) tainted by scandal that called for explanation. Finally, the course provides something like a rudimentary lexicon and grammar of Western verbal and visual art, for Greek myths deeply shaped the work of poets and artists from Homer well into the twentieth century, and, like Ariadne's thread, they help in navigating the labyrinth we call Western civilization.

PREREQUISITES: No P/N allowed.
TEACHING METHODS: Readings supported by lectures. Since lectures go beyond the information that is found in the text, attendance is required.

METHODS OF EVALUATION: Midterm and final.

TEXTS (available at Great Expectations book store): Homer, Iliad (tr. Lattimore) and Odyssey (tr. Fitzgerald); Hesiod, Theogony (Penguin); Ovid, Metamorphoses (tr. Humphries); Roberto Calasso, Marriage of Cadmus and Harmony.

414 C21-3
LATER ROMAN EMPIRE
Enrollment limit: 30
Time: TT 1:00-2:30
Instructor: James Packer
Office: Kresge 12
Phone: 491-8046

COURSE DESCRIPTION: The history of the Roman World from A.D. 180 to A.D. 337 (the death of Marcus Aurelius to the death of the emperor Constantine). This will be primarily a lecture course with extensive readings in the original sources in translation. Topics include: the emperors and the court, social and economic developments, religion, philosophy, military innovations and causes for the decline of the Empire.

PREREQUISITES: None. P/N allowed.

METHODS OF EVALUATION: A midterm, a final examination (take-home, five-page typed, double-spaced – no footnotes or bibliography – written in answer to a question), and a term paper (10 pages of text, typed, double-spaced with footnotes and bibliography).

TEACHING METHOD: Lecture and discussion.

TEXTS: Text: M. Cary & H.H. Scullard, A History of Rome Down to the Reign of Constantine, 3rd. ed. In RBR: will include selections from Dio Cassius, Roman History, vol. IX; Herodian, Roman History; Historia Augusta; other readings to be announced.
414 C90-0
TOPICS IN GRECO-ROMAN CIVILIZATION:
THE ORIGINS OF DEMOCRACY
Enrollment limit: 20
Time: W 3:00-5:30
Instructor: Robert Wallace
Office: Kresge 11
Phone: 491-8042

COURSE DESCRIPTION: This course traces the development of democracy in Greece from its beginnings, in the egalitarian mentalities attested already in Homer, the hoplite military reforms of the seventh and sixth centuries, the first written constitutions and written laws, the emergence of class conflict and tyranny in the 7th and 6th centuries, the institutions of democratic governments in the 6th and 5th centuries, and the subsequent growth of democratic ideology. The course will also touch on the reception of Greek democracy in early modern Europe and America.

PREREQUISITES: None.

TEACHING METHOD: Interdisciplinary lecture and discussion.

METHOD OF EVALUATION: 2 short exams; final paper

TEXTS: selections from Homer, Hesiod, Herodotos, lyric poets, Aeschylus, Plato; W. G. Forrest, The Emergence of Greek Democracy.

415 A01-3
ELEMENTARY GREEK
Enrollment limit: 20
Time: MWF 1:00-2:00
Instructor: John Wright
Office: Kresge 17
Phone: 491-8039

COURSE DESCRIPTION: Continuation of grammatical studies; readings from Homer's Iliad.

PREREQUISITE: Greek A01-2; P/N permitted.
TEACHING METHOD: Class participation and weekly quizzes.

TEXT: Pharr and Wright, Homeric Greek

415 B01-3
INTRODUCTION TO GREEK LITERATURE
Enrollment limit: 20
Time: MWF 12:00-1:00
John Wright
Office: Kresge 17
Phone: 491-7597

COURSE DESCRIPTION: The primary aim of the course is the development of proficiency in reading ancient Greek. Reading for the third quarter will focus on Herodotus' account of the Battle of Thermopylae and Plato's Crito.

PREREQUISITE: Greek B01-2 or consent of instructor.

TEACHING METHOD: Classroom reading, translation, discussion.

EVALUATION: Daily quizzes, classroom participation.

BASIC TEXT: J. Wright, ed., The Second Year of Greek (available from the Classics Department).

415 C01-0
READINGS IN GREEK LITERATURE
Enrollment limit: 20
Time: MWF 11:00-12:00

Instructor: Daniel Garrison
Office: Kresge 13
Phone: 491-8041

COURSE DESCRIPTION: Authors and topics arranged in a three-year cycle. The readings for Spring, 1995, will focus on Prometheus in Hesiod and in the tragedy ascribed to Aeschylus.

PREREQUISITES: Greek B01 or equivalent.
TEACHING METHOD: Reading and discussion.

EVALUATION: Final paper and final exam, which may be take-home.

REQUIRED TEXTS: Aeschylus Prometheus Bound (Cambridge Greek and Latin Classics) and materials to be distributed.

415 D01-3
CLASSICAL PHILOLOGY: THEORY AND PRACTICE
Enrollment limit: 10
Time: MWF 1:00-2:00
John Wright
Office: Kresge 17
Office Phone: 491-8039

COURSE DESCRIPTION: A description of the phonology, morphology, and syntax of Homeric Greek with reading and analysis of texts, coupled with an examination of the theory and practice of classical philology using Homeric scholarship as illustrative material. Intended for graduate students in English, History, modern literature, HLR, Philosophy, etc. By the conclusion of the course students should be able to read Homer fluently in the original and to read other Greek authors with independent understanding and to conduct independent, informed investigations into classical scholarship.

TEACHING METHOD: lecture and discussion, individual meetings for discussing special projects.

EVALUATION: weekly quizzes, grading of individual projects

TENTATIVE READING LIST: Wright, Homeric Greek; Benner, Selections from Homer's Iliad; Wright, Essays on the Iliad

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
CLS B06-0  Spring 94-95
Volker Durr
EUROPEAN FICTION SINCE 1900
Time:  MWF 11:00
Office Address: 150C Kresge Hall
Phone: 491-3108
Expected Enrollment: 180

COURSE DESCRIPTION: Students will read the following books in the order in which they are listed:
   Fyodor Dostoyevsky, Notes from the Underground
   Thomas Mann, Death in Venice and Other Stories
   (Only "Tonio Kroger" and "Death in Venice" will be discussed.)
   Franz Kafka, The Castle
   R. M. Rilke, Malte Laurids Brigge
   Albert Camus, The Stranger
   Jean-Paul Sartre, Nausea
   Albert Camus, The Myth of Sisyphus

Books available at Great Expectations.

TEACHING METHODOLOGY: Each of these works belongs to world literature and will be discussed, both in its own literary right and as a representative example of modern European fiction, i.e. as the expression of an aesthetic and intellectual sensibility, recognizable also in other literary works of the epoch. Students taking this course should be interested in modern literature should be prepared not only read but to study the works on the reading list.

DISCUSSION SESSIONS: Eight discussion sessions will be scheduled for regular class hours; they will be conducted by Professor Durr and his assistants.

No prerequisites. No P/N allowed.
EVALUATION:  Midterm and final examination.  By arrangement with the professor, a student may also write a substantial paper.

CLS B74-1                        Spring 94-95
Wen-hsuiung Hsu
CHINESE LITERATURE IN TRANSLATION: CLASSICAL POETRY
Time: MW  3-4:15
Office Address: 348A Kresge
Phone: 491-2768
Expected Enrollment: 50

COURSE DESCRIPTION:  An introduction to Chinese poetry from its beginnings to the golden age of T'ang-Sung (618-1279). Through close analysis of classical Chinese poetry in translation, the class will consider structure, imagery, symbolism, motif, the role of nature, and change in form as well as the particular types of human relationships revealed through the poems. Because Chinese writers often used poetry as a medium for voicing concern over society and the state, students will not only examine the development of this literary genre, but also explore the intellectual and social life of the Chinese people.

No prerequisites; no knowledge of Chinese required. P/N is allowed.

TEACHING METHOD:  A syllabus detailing the schedule of the course will be given to the class at its first meeting. The course will involve lectures and discussion. Particular attention will be given to reading representative works of major Chinese poets.

EVALUATION:  Participation in class discussion, two short papers, and a take-home examination.

READING LIST:
Witter Bynner and Kiang Kang-hu, eds. and trs., The Jade Mountain
A.C. Graham, tr., Poems of the Late T'ang
Liu Wu-chi and Irving Lo, eds., Sunflower Splendor
Arthur Waley, tr., The Book of Songs
Burton Watson, Chinese Lyricism
James Liu, The Art of Chinese Poetry
COURSE DESCRIPTION: Arabic literature is one of the most comprehensive expressions of human experience. Its roots go as far in history as the fifth century A.D. Throughout its history Arabic literature has developed very special and sophisticated forms and genres in poetry and prose. Input from eastern and western philosophies and ancient indigenous cultures have contributed to the richness of medieval and modern Arabic literary production. Its style reflects the richness of Arabic language and its content relates the diverse social and cultural experience of the Arabs to universal human experience. The wide variety of classical and modern Arabic literature available in translation, in English as well as other human languages, has caught the attention of the world readership and has led to the highest international recognition.

This introductory course will attempt to survey the development of Arabic literature and to unveil the mystery evolved around it in western literary studies. Although the syllabus will follow a chronological format appropriate to such a general survey, it will attempt to focus on the literary-historical aspects with greater emphasis on literary genres. Various types and themes of Arabic literary production in poetry and prose styles will be discussed and illustrative examples will be analyzed within the general historical framework (pre-Islam, Early Islamic, Abbasid, Mamlukes etc.). New literary forms and styles are noted in the Arabic production such as the short story, novel and drama. Numerous selections representative of those new forms will be read. Research papers will provide another opportunity to examine, in depth, a theme, a genre or a selected work.

METHOD OF TEACHING: Lectures and discussions of issues raised in the reading materials.
EVALUATION: 30% of the final grade will be allotted to class attendance and active participation. Another 30% will be allotted to a mid-term while the remaining 40% will be for the final paper (5-7 pp.).

PREREQUISITE: None

BOOK & OTHER READING MATERIALS:
1. Tayeb Salih: Season of Migration to the North
2. Leila Abuzeid: Year of the Elephant
3. Naguib Mahfouz: Miramar
The above novels are sold at Norris Center Bookstore.

4. A packet including a) A copy of "Nimrod", b) a photocopied packet of articles, selections of literature sample literary writings and collections of poetry, short stories and a play will be available for distribution at copying cost through the program of African & Asian Languages, Kresge 356, and will be sold for the cost of duplication.

CLS C01-0                              Spring 1994-95
Johnny Payne

WRITING IN SOCIETY: NATIVE INTELLIGENCE: ETHNOGRAPHY AND FOLK LITERATURE IN APPALACHIA AND THE ANDES
Time: MW 2-3:30
Office Address: 228 University Hall
Phone: 7-1345
Expected Enrollment: 30

COURSE DESCRIPTION: This seminar will explore various ways in which folklore has gotten "used" over time—as unadorned found text, as raw material to be employed as grist for explanatory social science theory, as fiction. We will try to get a fix on the elaborate stylizations and plausible fictions involved in creating an "authentic" native voice. Do more "respectful" treatments come in some way closer to the object of study, or are they reconstructions just as artificial, but simply less flamboyant? Our collective attempt will be to come to a determination of the purposes served by ethnography, as an art or science, in contemporary life. Is folklore always already processed by invasive techniques, or is it possible, in some sense, to simply let it be?
We'll examine case studies in folk-life in two heavily-studied regions: the Appalachias of the U.S., and the Andes Mountains of South America. Attention will be given to the transformation of these regions' respective native "material" into scholarship, art, and fiction. Readings for the course will include Jose Maria Arguedas, Deep Rivers (Texas), Regina Harrison, Signs, Songs, and Memory in the Andes (Texas), Frank Solomon and George Urioste, eds., The Huarochiri Manuscript (Texas), David Whisnant, All That is Native and Fine (Chapel Hill), James Still, River of Earth (Kentucky), Harriette Arnow, The Dollmaker (Avon), Laurel Shackelford and Bill Weinberg, eds., Our Appalachia: An Oral History. The course will also include video, such as Alan Lomax's film on Appalachian dance, and samples of hillbilly music.

No P/N registration. Attendance at first class mandatory.

TEACHING METHOD: lecture and discussion.

EVALUATION METHOD(S): one paper, one take-home exam, daily questions.

CLS C02-0  Spring 94-95
Kerstin Behnke
LANGUAGE IN THE TEXT: FORM AND FORMALISMS
Time: TTh 1:00-2:30pm
Office Address: 111 Kresge
Telephone: 1-8291
Expected Enrollment: 25

COURSE DESCRIPTION: This course will examine conceptions of form from antiquity to the present, with an emphasis on various contrastive definitions of form such as form and matter, form and content, form and medium, the function of the concept within the respective writer's thought system, and its relevance for the evaluation of texts. We will therefore also look at critical schools that can be described as formalisms, such as Russian Formalism, or favor abstract structural elements such as Structuralism and Systems Theory.

REQUIREMENTS: A presentation in class, two short papers, and
a final essay.

READINGS: A course reader of xeroxed writings, including texts by Plato, Aristotle, Aquinas, Kant, Schiller, Benjamin, Luhmann and others plus some secondary materials.

CLS C10-0
Marcia Gealy
STUDIES IN LITERARY GENRE: STORYTELLING IN MODERN JEWISH LITERATURE
Time: MWF 10:00
Office Address: 1902 Sheridan
Phone: 491-4966
Expected enrollment: 25

COURSE DESCRIPTION: The achievement of a select group of modern Jewish writers is dependent, in large measure, on the way in which their writing reveals a Jewish past. Their treatment of Jewish tradition and Jewish history are the particulars which, paradoxically, often give their best work its most distinctive claim to universality. This course will focus on modern European and American Jewish writers such as Martin Buber, I.B. Singer, Saul Bellow, Ida Fink and Cynthia Ozick, who have reshaped the oral and Hasidic tradition of storytelling in Judaism to their own individual talents.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Two papers, class participation
Attendance required at 1st class.

CLS C13-0
Dario Fernandez-Morera
STUDIES IN FICTION: FICTION AND FREEDOM
Time: TTh 9:00-10:30am
Office Address: 244 Kresge
Office Phone: 1-8281
Expected Enrollment: 30

COURSE DESCRIPTION: Through the reading of selected novels, (George Orwell's 1984, F. Dostoevsky's The Demon, R.
This course will examine some questions of fundamental importance for the humanities, chosen from among the following:

Is there such a thing as human freedom? Can one tell what is true from what is not? Is truth objective? Is there such a thing as human nature, or does it change with "historical" conditions along with truth, morality, justice and so on? Is most human activity and therefore most human speech "political" in the materialist sense of being fashioned by class, gender, race, or "culture"? Is the notion of individual bias different from the notion of "political" fashioning? Are there objective standards of excellence and truth in science and writing? Is there no difference between history and fiction?

Theoretical and fictional readings will be contextualized with readings in contemporary socio-economic issues. Selections will be chosen from among the writings of the following authors: K. Popper, R. Aron, P. Feyerabend, L. von Mises, K. Marx, A. Zis, Z. Berbeshkina, L. Trotsky, G. Gentile, T. Eagleton, A. Flew, F.A. Hayek, Wendy McElroy, H.D. Thoreau, and Camille Paglia.

TEACHING METHOD: Lecture, discussion. Students are expected to probe all ideas presented in this class by the professor, the chosen authors and the other students.

EVALUATION: Classwork, (including one oral report) 50%; final take-home essay, 50%.

CLS C62-3  Spring 94-95
Professor Scott Durham
MODERN DRAMA
Time: TTh 10:30-12:00
Office Address: 131 Kresge
Phone: 491-4660
Expected Enrollment: 30

COURSE DESCRIPTION: An examination of the theatre of the '50s and '60s, with particular emphasis on the explosion of experimental theatre in post-war Paris. The plays will be read in light of the various social and political roles assigned to theater itself in the debates of the time, as
well their exploration of the formal and ideological problems raised by their predecessors (notably Brecht and Artaud). Authors read will include Sartre, Genet, Beckett, Cesaire, Weiss, Brecht, and Artaud.

TEACHING METHOD: two short papers (5 pages each); final exam.


CLS C83-0
Andres Virkus
SPECIAL TOPICS IN THEORY: PSYCHOANALYTIC CRITICISM
Time: MWF 10:00
Office Address: 418 University Hall
Phone: 491-7294
Expected Enrollment: 30

COURSE DESCRIPTION: Sigmund Freud's theories of sexuality and psychoanalytic interpretation have long been used to analyze literary texts. By identifying a text's underlying psychosexual motifs, critics feel that they can account for its general cultural appeal. In this class we will first study Freud's theories in order to learn how to apply them to literary interpretation, and then we will consider recent criticisms of the basic theoretical assumptions of his work.

TEXTS: Sigmund Freud, Interpretation of Dreams
Three Essays on Sexuality
Dora: a Case of Hysteria
Franz Kafka, Letter to his Father
Complete Short Stories
Elizabeth Grosz, Jacques Lacan: A Feminist Introduction
Sylvia Plath, Journals
Collected Poems
COURSE DESCRIPTION: The course examines descriptive, literary-historical accounts of written traditions in a number of African languages, focuses on translated versions of texts from several eras and societies, and considers some non-African writings which were appropriated in various ways for African-language compositions. The relationship of orality and literacy within and between African societies and their verbal arts traditions is an important concern, as is the attempt to come to some African-language-specific reading strategies adaptable to the translated creative works.

PREREQUISITES: none; course texts in English. No P/N allowed

TEACHING METHOD: lecturing and discussion of previously-prepared texts.

EVALUATION: Throughout the course there will be short essay-writing assignments done either at the end of a class meeting or as take-home exercises between meetings. One scholarly paper will be due at the end of the course: a study of one or more literary texts (topic ideally chosen some time around midterm) which confronts theoretical and analytical issues as it elaborates a close reading of the selected creative work.

READINGS:
Ngugi wa Thiong'o, Decolonizing the Mind, Heinemann.
"      , Devil on the Cross,   ".
Emmanuel Obiechina, Language and Theme, Howard Univ. Press.

plus photocopies of/from other translated (creative) works.
Michal Ginsburg and Jules Law  
LITERARY STUDIES COLLOQUIUM  
Time: TH 4:00-6:00  
Office Address: Ginsburg 146b Kresge; Law 313 University Hall  
Office Phone: Ginsburg 491-8261; Law 491-5526  
Enrollment: 15

COURSE DESCRIPTION: This seminar will be a year-long colloquium organized around the theme of literature and history. The colloquium is focused around papers given by a series of prominent speakers from a variety of disciplines. There will be six speakers altogether, two in each quarter. Each of these meetings will be framed by discussion sessions during which the students will be introduced to the work of the speakers and given an opportunity to discuss in detail their positions, methods, and standpoints. Students must register for the whole academic year.

REQUIREMENTS: Attendance at the colloquium functions and at the discussion sessions. Three brief (i.e. non-research) papers in which the students explore thematic and methodological issues raised by the colloquium speakers and during the discussion sessions.

READINGS: TBA

ENGLISH MAJORS: This course fulfills Area I requirement
COMPARATIVE LITERARY STUDIES MAJORS: This is a required course

LIST OF SPEAKERS:
Margaret Ferguson, English, The University of Colorado, October 13
Franco Moretti, English and Comparative Literature, Columbia University, November 17
Madhu Dubey, English, Northwestern University, January 19
Arjun Appadurai, Anthropology, University of Chicago, February 23
Naomi Schor, French, Duke University, April 20
Stuart Strickland, History, Northwestern University, May 18
Michal Ginsburg and Jules Law
LITERARY STUDIES COLLOQUIUM
Time: TH 4:00-6:00
Office Address: Ginsburg 146b Kresge; Law 313 University Hall
Phone: Ginsburg 491-8261; Law 491-5526
Expected enrollment: 15

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READINGS: TBA

LIST OF SPEAKERS:
Margaret Ferguson, English, The University of Colorado, October 13
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Naomi Schor French, Duke University, April 20
Stuart Strickland, History, Northwestern University, May 18
COURSE DESCRIPTION: The question of representation has been at the forefront of theoretical debates for the last few decades. Rather than tracing the history of the concept from Plato to Derrida, we will look in this seminar at one exemplary practitioner—Henry James. Writing well within the tradition of the 19th century novel, governed by the notion of representation, James' novels and tales show acute awareness of the inevitability, impossibility, limits, and economy of representation. We will start with a reading of some of the tales where the issue of artistic representation (in its relation to social, moral, and epistemological concerns) is at the thematic center ("The Real Thing," "The Private Life," "The Liar," and others). We will then read three novels: The Tragic Muse, a novel whose thematic center is the opposition between artistic and political representation, The Sacred Fount, which can be considered either as a theory or as a parody of the dynamics of representation and finally The Golden Bowl where the question of artistic representation is linked to social forms and economic power. Additional critical and theoretical material will be assigned as needed.

EVALUATION: Will be based on class participation, short class presentation, and final paper.

READINGS: Students should come to the first class prepared to discuss James's "The Real Thing"; detailed reading list will be distributed in the first class.
of literature and the arts in social modernity. The problem is approached as exemplified historically and critically by the affinity and divergence of Walter Benjamin's and Ernst Bloch's critical positions on the European avant-garde and modernism. We aim to achieve this by:

1) reassessing their respective cognitive critique of 'metaphor' the technique of 'montage' and the visual turn of avant-garde writing toward the "image realm."

2) by placing their respective views on the institution of art, of criticism, and on aesthetic autonomy regarding "bourgeois," "fascist," and "socialist" political cultures into the context of an evolving debate of the avant-garde/modernism and postmodernism.

3) our chief paradigms for the historical avant-garde are "expressionism," with which Bloch identified, vs. "surrealism," Benjamin's aesthetic and political choice. From the center of the debates involving these movements we will reach out to the literature and art of Italian and Russian futurism, cubism, Dada, and the theatre of Bertolt Brecht as referred to by the two philosophers essayists and discussed in our contemporary theory.

READINGS FROM:
Louis Aragon, Peasent of Paris
Gottfried Benn, Primal Vision (sel.)
Dawn of Humanity. A Document of Expressionism (sel.)
Andre Breton, Nadja
-------------, What is Surrealism? (sel.)
F.T. Marinetti, Let's Murder the Moonshine (sel.)
Walter Benjamin, Illuminations (sel.)
-------------, Reflections (sel.)
Ernst Bloch, Heritage of Our Times
----------, The Principle of Hope (sel.)
----------, The Utopian Function of Art & Literature (sel.)

REQUIREMENTS: class-discussion; short presentation/paper, and Final
Alan M. Taylor  
Economics B02  
INTRODUCTION TO MICROECONOMICS  
Office: 311 Andersen Hall  
Phone: 491-8234  
Email: amt@northwestern.edu  
Time: MTW 9, Section ThF 9

COURSE DESCRIPTION: This course provides an introduction to microeconomics. The basic area of inquiry is the behavior of decision-making units in the economy (households and firms) and their interaction via markets. Among the topics that may be considered are: the nature of economics; supply and demand; elasticity; consumer demand, firm supply; cost and production; input markets; general equilibrium; imperfect competition; public policy; the distribution of income; international economics; current issues.

PREREQUISITES: B01 is recommended.

TEACHING METHOD: Three lectures per week and a weekly discussion section.

EVALUATION: Several occasional homeworks, one short quiz, two midterm exams, and a final exam.


Mark Witte  
Economics B01  
INTRODUCTION TO MACROECONOMICS  
Spring 1995  
Time: MTW 2:00-3:00 PM, plus section Th or F at 2:00 PM.
COURSE DESCRIPTION: An introduction to economics with an emphasis on macroeconomics. Topics include: supply and demand, competition vs monopoly, inflation, unemployment, recessions, booms, fiscal and monetary policy, budget deficits, international trade, exchange rates, taxation, and productivity.

PREREQUISITES: None.

TEACHING METHOD: Lectures.

GRADING: Two midterms, weekly quizzes in sections, one final exam.

TEXT AND READINGS: TBA

Marcus Alexis
Economics B02
INTRODUCTION TO MICROECONOMICS
Time: MTW 9-10
Office Address: Room 321 - Andersen Hall
Phone: 467-1318

COURSE DESCRIPTION: The course introduces the theory of the firm and household. The firm is the producing unit, a profit maximizing business unit. The household is the consuming unit -- individuals, families. Households maximize some measure of satisfaction. Rules are derived for the behavior of the firm and household given their objectives.

Attention is also given to industries, collections of firms producing the same or similar goods or services. We study market structures -- competition, monopoly and imperfect competition -- and how they affect prices, outputs, profits and other forces of market performance.

Examples will be used extensively, drawn from industrial examples, policy issues and current events.

EVALUATION: The grade will be based on a mid-term, a final examination and quizzes.

Hilarie Lieb
Economics B13
ECONOMICS OF GENDER
Time: TTh 10:30-12
Office Address: Rm. 208 Andersen Hall
Phone: 491-8222
Enrollment: 25

COURSE DESCRIPTION: During the past 20 years significant increases in the percentage of women in the work force and the changes in the type of work women do have had a major impact on our economy. This course will use economic methods to analyze these changes and help explain the observed gender differences in employment and earnings. An economic framework will be developed to explain how individuals make rational decisions about the allocation of time between the household and the labor market. The consequences of these decisions on family structures will be discussed.

Some specific areas of study include: occupational segregation, pre-market and labor market discrimination, feminization of poverty, and economics returns to education (gender differences). Historical trends and international comparisons are discussed as well as current U.S. conditions. Policy issues will also be discussed. Among these topics will be included: comparable worth, affirmative action, parental leave, and child care.

One goal of the course is to give the student the ability to critically evaluate both the literature on gender issues and currently related policy debates.

Another goal is to enhance the student's writing and presentation skills. To this end students will have the opportunity to do written analyses of gender issues. Besides an individual writing assignment, each student will be assigned to a group research project. This assignment will require students to work together in small groups to produce a final written research document, give a formal presentation, and run a panel discussion.

PREREQUISITES: none

TEACHING METHOD AND EVALUATION: The class will consist of formal lectures, student formal presentation and informal class discussion. Grades will be based on writing
assignments, formal presentation, quizzes and class participation.


Allan R. Drebin
Economics B60
Accounting and Business Finance
Time: (lecture) MW 11-12:30 & MW 3-4:30;
(discussion section) Th
Office Address: 5-186 Leverone Hall
Expected Enrollment: 120

COURSE DESCRIPTION: An introduction to accounting and financial reporting with emphasis on business corporations. This course is designed to acquaint students with accounting issues and conventions and to develop the ability to evaluate and use accounting data. The mechanics of financial accounting and the overall effect of alternative accounting procedures on published financial reports are examined in detail.

PREREQUISITE: Economics B01. P/N registration is permitted.

TEACHING METHOD: Two lectures per week, plus required discussion session.

EVALUATION: The student's grade for this course will be based on one mid-term exam, a final exam, and quizzes. Quizzes are given in discussion section.


Joseph Altonji
ECONOMICS B81
INTRODUCTION TO APPLIED ECONOMETRICS AND FORECASTING
Time: MTW 10/Discussion 10 Th, 11 F
Office Address: AAH-319
Phone: 491-8218
DESCRIPTION: The purpose of this course is to provide students with an understanding of some of the techniques used in the estimation of relationships among economic variables. The topics will include univariate and multivariate regression, functional form, heteroskedasticity, serial correlation, and forecasting. Practical as well as theoretical issues will be discussed. Problem sets will use actual economic data and will provide students with experience in the use of econometric techniques to examine economic data and to test of economic theories.

PREREQUISITES: Economics B80 or Statistics B10

READINGS: TBA

EVALUATION: Grades will be determined on the basis of 6 problem sets (that include computer exercises), a midterm and a final exam.

Mark Witte
Economics C08
MONEY AND BANKING
SPRING 1995
Time: MW 11:00-12:30

COURSE DESCRIPTION: This course will study financial markets and institutions. The theory of how they work will be developed in the light of their history and their interaction with government regulatory and monetary policy. Some of the topics which will be considered will include insurance, futures and options, bond pricing and yield curves, and the Federal Reserve and monetary policy.

PREREQUISITES: Econ B01

TEACHING METHOD: Lectures.

GRADING: Two midterms, one final exam, and an optional paper.

TEXT AND READINGS: TBA
COURSE DESCRIPTION: This course examines the role of the government in the economy. This role includes improving the efficiency of the economy when private markets do not function well, as well as affecting the distribution of resources among citizens. For each case the theory will be analyzed and the real institutions existing in the U.S. will be discussed. The first half of the course will be devoted to government expenditures, the second to sources of government revenue, primarily taxation. In addition, time will be devoted to the mechanisms driving public policy decisions, including voting.

PREREQUISITES: Economics C10-1; Mathematics B14-1 or the equivalent. P/N registration is permitted.

TEACHING METHOD: Two lectures per week. Periodic problem sets (not collected).

EVALUATION: Midterm (40%) and cumulative final (60%).

PREREQUISITES: Students should have completed (or at least be familiar with) the material covered in Economics B01 and B02 (Introduction to Economics), and, at the minimum, Mathematics B14-1 (Differential Calculus). Calculus will be used in the course.

TEACHING METHODOLOGY: Both lectures and readings will be important sources of material. Students will be responsible for material covered in both. The basic objective students should keep in mind is the mastery of the analytical techniques of microeconomic theory.

METHOD OF EVALUATION: There will be two midterms (each counting 25%), a final exam (counting 40%), and homework assignments (counting 10%). P/N is allowed.

EXAMINATION POLICY: There will be no makeup examinations. If a midterm is missed because of an illness, the student must provide verification of that illness from the student health center; in case of an excused absence, the weights for the other midterm and the final will then be 30% and 60% respectively. In case of an unexcused absence, a score of zero will be recorded. Since the University allows no exceptions to the published final examination schedule, the final examination will be given only at the appointed hour. Students should not request an alternative time for the final.

Professor L. Christiano
Economics C11-1
Macroeconomics
Time: MTW 12, Discussion Sections, ThF-12
Office Address: Andersen Hall - Room 318
Phone: 491-8231

DESCRIPTION: This course examines the causes and consequences of fluctuations in aggregate economic activity. Particular attention will be devoted to the determination of aggregate output, employment, investment, consumption, the trade balance, the inflation rate, interest rates and exchange rates. The course will also analyze debates among economists regarding the merits of policy activism and the limitations of different types of monetary and fiscal policy.
actions.

PREREQUISITES: Economics B01.

METHODS OF EVALUATION: There will be 2 midterms and a final.

READINGS: TBA

Christopher Udry
Economics C26
Economic Development in Africa
Office Address: 304 Andersen Hall
Phone: 491-8235
Expected Enrollment: 25

COURSE DESCRIPTION: This course will address issues of economic change in sub-Saharan Africa. Emphasis will be placed on analyzing current economic issues and policies in their historical context. The course is organized around a series of broad questions which will be explored with reference to particular societies in Africa. Most of the term will be devoted to agriculture and rural economic development (and underdevelopment). Depending on the time remaining, we will then discuss industrialization, income distribution and poverty, and international economic relations.

PREREQUISITES: Economics C10-1. Statistics B10 is helpful.

TEACHING METHOD: Combined lectures, discussions and simulation exercises.

EVALUATION: Grades will be based upon a term research paper and a trio of short papers. The short papers are not research papers; some will synthesize and critically evaluate the assigned readings, others will report the results of simulation exercises. Enrollment will be limited to 25.


Professor Joseph P. Ferrie
Economics C34
Business and Government
1:00-2:30 TTh
Office: Andersen 310
Phone: 491-8210
Expected Enrollment: 70

COURSE DESCRIPTION: This course is concerned with the evolution of the relationship between business and government in the American economy. The European roots of the intellectual traditions associated with government intervention in economic affairs (e.g. mercantilism and Adam Smith) will be investigated. The evolution of both antitrust and direct regulation in the U.S. will be the focus of the middle of the course, along with the general increase in government intervention beginning in the late nineteenth century. The course will conclude with an examination of the regulation of business in the contemporary U.S. economy, and the efficacy of that regulation.

PREREQUISITES: Economics B01 and B02

EVALUATION: Midterm Exam, Final Exam, and four short (8-10 page) essays.


Stephanie Lofgren
Economics C37
Economics of State and Local Governments
Time: MW 8:30-10:00
Office Address: AAH 231
Phone: 491-8481
e-mail: lofgrens@merle.acns.northwestern.edu
Expected enrollment: 50

COURSE DESCRIPTION: This course evaluates the economic of the expenditure and financing decisions of state and local governments and the relationship between the federal sector.
In particular, we will explore the causes of the market's failure to provide efficient levels of public goods such as schools and parks. We will analyze both familiar market mechanisms (property taxes, state and local income taxes, user fees, etc.) as well as the political process (voting, agenda setting, etc.) used to allocate public goods. A major goal of our studies will be to assess the implications for individual welfare of the alternative methods of government finance and the political process.

PREREQUISITES: Statistics B10, Economics C10-1, Mathematics B14-1.

TEACHING METHOD: Two lectures per week.

EVALUATION: A short, 6-10 page paper (30%), one midterm (30%), and one final (40%).

READING LIST: Ronald C. Fisher, State and Local Public Finance, and a course packet.

Simone A. Wegge
Economics C39
LABOR ECONOMICS
Time: TTh 9-10:30a
Office Address: Rm. 328-Andersen Hall
Office Phone: 491-8253
Expected Enrollment: 60

COURSE DESCRIPTION: The purpose of this course is to provide a general overview of labor markets. The course covers labor force participation, the allocation of time to market work, migration, labor demand, investment in human capital (education and on-the-job training), discrimination, unions, unemployment and the impact of various government programs on the labor market. Examples from the economic history literature will also be used.

PREREQUISITES: C10

TEACHING METHOD: Primarily lecture with some discussion periods.

READINGS: The primary text will be Ehrenberg and Smith,
COURSE DESCRIPTION: This course examines the impact of market structure on the behavior of firms and the implications of this behavior for consumers. The course's methodology rests on both classical, theoretical concepts and models such as those introduced in C10, and modern microeconomic theory such as game theory. These models are useful for two reasons: they offer a framework in which to interpret the strategic interaction between firms in real markets, and they provide insight into the welfare consequences of various forms of market conduct. Our quest is for the simplest model or the smallest family of models capable of clarifying important issues such as the impact of advertising on social welfare, the implications of market concentration on consumer prices, and the repercussions of a firm's behavior for the profitability of other firms.


TEACHING METHOD: Two lectures per week.

EVALUATION: One midterm (30%), one 4-6 page case study (20%), and one final (50%).

READING LIST: Dennis Carlton and Jeffrey Perloff Modern Industrial Organization, and a course reading packet.
COURSE DESCRIPTION: This course will consider current problems in the transportation sector of the economy against a backdrop of microeconomic theory. This will include at the outset a brief assessment of the role of transportation systems in the United States. The major focus of the course will be on problems of national transportation systems as opposed to urban mass transport, although the latter will be considered briefly. The course will place considerable emphasis on the economics of regulation and regulatory reform, including the pricing and quality of services, subsidies, competition among the various transport modes, financing, mergers, and privatization.

PREREQUISITES: Economics C10-1 or its equivalent, and at least Math B14-1. Calculus will be used throughout the course.

TEACHING METHODOLOGY: Both lectures and readings will important sources of material. Students will be responsible for material covered in both. The basic objective students should keep in mind is the mastery of analytical techniques rather than the memorization of facts presented in the readings and lectures.

METHOD OF EVALUATION: There will be two midterms (each counting 25%), a final exam (counting 40%) and problem sets (counting 10%). A paper will not be required, but may be undertaken as an optional project if the student desires. The weight of the grade on such a paper is to be negotiated with the instructor. P/N is allowed.

EXAMINATION POLICY: There will be no makeup examinations. If a midterm is missed because of an illness, the student must provide verification of that illness from the student health center; in case of such an excused absence, the weights for the other midterm and the final will then be 30% and 60% respectively. In case of an unexcused absence, a score of zero will be recorded. Since the University allows no exceptions to the published final examination schedule, the final examination will be given only at the appointed hour.
Students should not request an alternative time for the final.

Instructor: Bjorn Jorgensen  
C60  
FOUNDATIONS OF CORPORATE FINANCE  
Time: TTh 10:40-12:00  
Office: Leverone Hall 5-1978  
Phone: 491-2680

COURSE DESCRIPTION: This course deals with issues in investing and the financial management of corporations. You will acquire a proficiency in reading the Wall Street Journal's section on "Money and Investing" and understand the interrelationship between stocks, bonds, and options.

We start with a review of discounting techniques and present value calculations. We will discuss capital budgeting and the process of evaluating long-term (capital) projects. Then, we turn our attention to financial decisions, i.e., from which sources, and in what form, should capital funds be raised.

PREREQUISITES: Concurrent with a statistics course.

EVALUATION: Your grade will be based on two quizzes (5% each), a midterm exam (40%), final exam (50%).

READING: The textbook for the course is "Principles of Corporate Finance" by Richard Brealey and Stewart Myers, McGraw-Hill, fourth ed.

Eddie Dekel  
Economics C80-2  
MATHEMATICAL ECONOMICS II: INFORMATION AND INCENTIVES  
Time: MW 2-3:30  
Office Address: Rm. 556 Leverone Hall  
Phone: 491-4414  
Expected Enrollment: 20

COURSE DESCRIPTION: We study the economic consequences of hidden actions and hidden information. Topics may include the theory of auctions, labor market signaling, insurance markets, and managerial incentive problems. Game theory will
be used at the level of the first part of the sequence, C80-1.

PREREQUISITES:
(1) Economics C80-1, or equivalent in game theory;
(2) Math B14-1,2,3 minimum, Math B15 preferable; and
(3) Economics C10-1.

TEACHING METHOD: Two weekly lectures. Problem sets.

EVALUATION: Midterm and final exams.

READING LIST:
(2) Selected readings.
(3) The latter part of H. Scott Bierman and Luis Fernandez, Game Theory with Economic Applications, Addison Wesley.

Leon N. Moses
Economics C95   Spring 94-95
JUNIOR SEMINAR
Office Address:   212 AAH
Office Hours:  TBA
Phone:   491-8209 (office)
        251-1143 (home for serious issues)

Applied Micro and Managerial Economics: Private and Public Ssector Uses;
Junior Seminar C95 Spring Quarter, Tues.Thurs. 1-2:30
Mr. Moses

The goal that students in this course set themselves is the development of a research topic and the writing of a "10" page paper on that topic. The papers are not book reports; nor are they primarily presentations and evaluations of the literature in a topic area. Successful papers tend to have three characteristics. First, the reasoning and the research strategy they employ are based on a theoretical model that is drawn from microeconomics; second, they involve empirical analysis of the problem that grows out of the model and employ appropriate statistical techniques. Third, they contribute is a non-trivial way to an increase in understanding of the problem with which they deal. The best
papers have ideas in them that are the product of a student's thoughtfulness and qualitative as well as and quantitative insights. Joint research on a topic by two students is permitted, in fact encouraged.

Some of the research that could prove intriguing are in the area of health economics, including the financial plight of many hospitals, the growing dominance of HMO's in the delivery of medical care, the lack of practitioners in many rural areas, the supposed imbalance between the number of family practitioners and the number of specialists; and the need to control medicare and medicaid payments; a number of issues in law and economics can prove attractive, including limitation of jury awards in personal injury cases, prisons and rehabilitation, a comparison of costs and effectiveness in reducing crime, corporate liability vs. government regulation as ways of increasing corporate responsibility; issues in sports economics, including limitations on free agency, a cap on team wages, league taxation of teams with higher than average total wage payments; evaluation of a variety of environmental programs, including reintroduction of the grey wolf into Yellowstone national park, preservation of endangered species, economics of a proposed ban on fishing off the coast of New England for as many years as is required for species to repopulate the ocean in the area, preservation of wetlands and urban development, and the problem of what to do with highly toxic wastes like spent atomic fuel rods; economic deregulation or reform in air, motor, and rail transportation and the impacts of the changes on prices, qualities of service, and safety; AND ON AND ON AND ON.

The course will meet on Tuesday and Thursday from 1-2:15 or so. The number of participants in the course will be limited to fifteen. To register students must have completed C10-1, and B81 and received at least a B in each of these courses.

Participants in the course make frequent presentations of their research topics. Students are expected to offer suggestions and criticisms of each other's research. Therefore, regular attendance and participation in seminar discussions is a requirement of the course and enters into grading.
Garry Wills  
American Culture C10-0  
THE ROLE OF WESTERNS IN AMERICAN CULTURE  
Time: MW 11-12:30  
Office Address: Harris Hall  
Office Phone: 491-3406 or 491-3525  
Expected Enrollment: 20  

COURSE DESCRIPTION: The American Western film is as distinct a product of American culture as is jazz or the Broadway musical. It has determined, in large part, how we see our own history and identity, and how others see us. This course will consider the entire history of the Western, through samples of different approaches in different eras. Students will view cassettes every week (on their own time) and discuss their findings in class. The final paper will deal with a single director or film or actor.

READINGS: To be announced.
A05-0
BASIC COMPOSITION
Several Sections TBA

COURSE DESCRIPTION: Basic Composition is designed for any student who wants a strong introductory course in college-level expository writing. The goal is to help each student become a more skillful, insightful, and confident writer. Students write three essays, developing each essay through a process of planning, drafting, revising, and editing. In the context of writing these essays, students learn approaches to discovering and articulating a thesis; strategies for organizing analyses and arguments; techniques for using evidence to support general claims; and principles for writing clear, direct, and coherent sentences and paragraphs. Students also complete several briefer exercises in which they experiment with specific strategies and techniques that they may incorporate into their more sustained essays. Sections are kept small, allowing close individual attention to each student's written work. Class meetings are conducted as active seminar discussions and workshops. In addition, the instructor confers individually with each student several times during the quarter. For further information, please call the CAS Writing Program, 491-7414.

B05-0
INTERMEDIATE COMPOSITION
Several Sections (see calendar)

COURSE DESCRIPTION: Intermediate Composition is designed for students with some experience in college-level writing who want to continue to develop their skill, flexibility, and effectiveness as writers. Students write three or four essays, developing each through several drafts and revisions. In the context of working on a series of increasingly complex essays, students develop techniques for establishing and maintaining focus in their writing, organizing analyses and
arguments, supporting and developing specific points, and producing clear, precise, and well-balanced sentences and paragraphs. Students also complete several briefer exercises in which they experiment with techniques that they may incorporate into their more sustained essays. Particular attention is given to revision; students are expected to revise each essay extensively. Class meetings are conducted as active seminar discussions and workshops. In addition, the instructor confers individually with each student several times during the quarter. For further information, please call the CAS Writing Program, 491-7414.

Attendance at first class mandatory.

B06
READING & WRITING POETRY
SPRING QUARTER
Section 20 Joanna Anos MW 11-12:30
Section 21 Gian Balsamo TTh 10:30-12

COURSE DESCRIPTION: An introduction to the major forms of poetry in English from the dual perspective of the poet-critic. Creative work will be assigned in the form of poems and revisions; analytic writing will be assigned in the form of critiques of other members' poems. A scansion exercise will be given early on. All of these exercises, creative and expository, as well as the required readings from the Norton Anthology of Poetry, are designed to help students increase their understanding of poetry rapidly and profoundly; the more wholehearted students' participation, the more they will learn from the course.

Permission of department required. No prerequisites. No P/N registration. Attendance at first class mandatory. Especially recommended for prospective Writing Majors and for prospective English Literature Majors.

TEACHING METHOD: discussion; one-half to two-thirds of the classes will be devoted to discussion of readings and principles, the other classes to discussion of student poems.

EVALUATION METHOD(s): evidence given in written work and in class participation of students' understanding of poetry; improvement will count for a great deal with the instructor
COURSE DESCRIPTION: A reading and writing course in short fiction. Students will read widely in traditional as well as experimental short stories, seeing how writers of different culture and temperament use conventions such as plot, character, techniques of voice and distance to shape their art. Students will also receive intensive practice in the craft of the short story, writing at least one story, along with revisions, short exercises, and a critical study of at least one work of fiction, concentrating on technique.

Permission of department required.

PREREQUISITE: B06. No P/N registration. Attendance at first class mandatory. Especially recommended for prospective Writing Majors and for prospective English Literature Majors.

TEACHING METHOD: discussion; one-half to two-thirds of the classes will be devoted to discussion of readings and principles, the other classes to discussion of student work.

EVALUATION METHOD(s): evidence given in written work and in class participation of students' understanding of fiction; improvement will count for a great deal with the instructor in estimating achievement.

TEXTS INCLUDE: Fiction anthology, outside reading of selected authors, xeroxed handouts (some instructors will have Readers), and the work of the other students.
INTRODUCTION TO POETRY
Paul Breslin
TTh 10:30-12
Spring Quarter

COURSE DESCRIPTION: In this course we will read relatively few poems very carefully. We will explore the questions that poems usually provoke, such as: what makes poetry different from prose; what are we doing when we "interpret" poems, and are some ways of doing this preferable to others? In what sense is knowledge of history, or of the poet's life, relevant to the way we read poems-and in what ways not? In what ways can we read poems in relation to other poems that resemble them in form, language, or theme? Is there something that poems can offer that fiction (or movies, for that matter) cannot? More mundane, practical questions-such as "how do I write a good paper for an English course?"-will also be addressed.

Readings will be chosen both for their inherent interest and for their usefulness as test-cases for such questions.

Attendance at first class mandatory.

TEACHING METHOD: combined lecture and discussion, with required discussion sections.

EVALUATION METHOD(s): attendance at lectures; attendance and participation in discussion sections; practice paper and 2 short graded papers; a few brief exercises; exam.

TEXTBOOKS AVAILABLE AT: Great Expectations Bookstore; Dyn-o-mite Copies.

INTRODUCTION TO SHAKESPEARE
Albert Cirillo
TTh 9-10:30
Spring Quarter

COURSE DESCRIPTION: This will be a general introduction to Shakespeare, the dramatist, and a somewhat detailed examination of nine of his more interesting and significant plays. The emphasis will be on Shakespeare as a dramatic
writer whose plays are as intellectually rich as they are poetically and dramatically interesting. This is not a course in theater, but in literature, dramatic literature. Those looking for work in staging and acting Shakespeare will be better served elsewhere. Students will be expected to attend the lectures regularly. We shall read nine to ten plays.

Attendance at first class mandatory.

TEACHING METHOD: lecture with required discussion sections.

EVALUATION METHOD(s): midterm and final exam; participation in discussion section.

TEXTBOOKS AVAILABLE AT: SBX.

B98
INTRODUCTORY SEMINAR IN ENGLISH

A course for potential English literature majors that will present the problems, ideas, and critical vocabulary specific to the primary forms of literature. Each section will give students practice in the close reading and analysis of one of the following genres—poetry, drama, fiction, in the context of their literary traditions. Each section will give students practice in the basic skills of reading and analysis. The limited-enrollment setting will permit the requirement of numerous writing assignments.

Permission of department required.

PREREQUISITE: A choice of any one-quarter B-level literature course offered through the English Department. All English Department courses have the 419 code number. This course serves as a prerequisite for the English Major. No P/N registration. Attendance at first class mandatory.

SPRING QUARTER
POETRY
Lawrence Lipking
Section 20
TTh 10:30-12
COURSE DESCRIPTION: This will be a course in the close reading of poems, in the knowledge of poetic traditions, and in the pleasure that comes from reading poetry attentively and knowledgeably. We will study a variety of poetic forms from lyric to epic, as well as a range of poets from Chaucer to Byron. Our emphasis throughout will be on understanding how poems are made—the ways in which their use of language invites the reader to look at the world a little differently. Brief weekly exercises will explore many aspects of poetry, including formal techniques, figurative language, and oral performance. There will also be a final paper.

TEACHING METHOD: discussion.

EVALUATION METHOD(s): Exercises; class participation; papers; final exam.

TEXTBOOKS AVAILABLE AT: SBX

FICTION
Jacqueline Labbe
Section 21
TTh 1-2:30

COURSE DESCRIPTION: In this class we will read six representative novels by women from the 18th, 19th and 20th centuries, one in each period from the "literary" tradition and one from the "popular culture" tradition. Along the way we will explore these concepts of "literature" and "popular culture": what makes one novel literary and the other popular (what some might call "trash")? How does the novel develop from its infant stage through to its current "post-modern" incarnation? And what difference does the writer's gender make? It is commonly held that women were expected to write about "feminine" topics; in this class we will test the validity of this assertion as we read about marriage, murder, bigamy, and sex-change.

TEACHING METHOD: discussion; frequent in-class analysis.

EVALUATION METHOD(s): papers; class participation; oral presentations.
TEXTS INCLUDE: Aphra Behn, Oroonoko; Jane Austen, Sense & Sensibility or Fanny Burney, Evelina; M. E. Braddon, Lady Audley's Secret; Charlotte Bronte, Jane Eyre; Virginia Woolf, Orlando; P. D. James, Devices and Desires.

TEXTBOOKS AVAILABLE AT: SBX.

DRAMA
Mary Beth Rose
Section 22
TTh 2:30-4

COURSE DESCRIPTION: This course will explore heroism as it is represented in tragedies and comedies from the classical tradition, the Renaissance, and the modern theater. We will examine dramatic constructions of the heroics of action, which focuses on adventure, rescue, exploration and conquest; and of the heroics of endurance, which focuses on resistance and suffering.

TEXTS INCLUDE: Readings from Sophocles, Shakespeare, Jonson, Milton, Wilde, and Stoppard.

TEACHING METHOD: discussion.

EVALUATION METHOD(s): papers; class participation; final project.

HUM C01 [AREA 7]
TOPICS IN HUMANITIES:
AESTHETIC OF THE AMERICAN REVOLUTION
Terry Mulcaire
TTh 10:30-12
Spring Quarter

COURSE DESCRIPTION: In this course we will study how sentimental literature was adapted to the purposes of revolutionary (and post-revolutionary) American politics. This adaptation involves the fusion of two spheres of experience in modern life that are usually held to be antithetical: the private, intimate or aesthetic sphere, and the public, political and marketplace sphere. We will see how Tom Paine, Susanna Rowson, and Nathaniel Hawthorne represent economic and political relations in America in
terms of the intimate, affectional relations typical of the modern nuclear family, and vice versa; we will also explore some alternative models of social relations proposed by James Madison and Ralph Waldo Emerson. In our discussions we will explore the implications of this fusion for national politics, the politics of gender, and, finally and most importantly for our purposes, for notions of literature's aesthetic value, and social importance, in a democratic society.

TEACHING METHOD: combined lecture and discussion.

EVALUATION METHOD(s): several short papers; one longer paper.

TEXTS INCLUDE: Tom Paine, Common Sense; Susanna Rowson, Charlotte Temple; Nathaniel Hawthorne, The House of the Seven Gables. There will be a reader.

TEXTBOOKS AVAILABLE AT: Great Expectations Bookstore.

CLS C01 [AREA 1]  
WRITING IN SOCIETY: NATIVE INTELLIGENCE: ETHNOGRAPHY AND FOLK LITERATURE IN APPALACHIA AND THE ANDES  
Johnny Payne  
MW 2-3:30  
Spring Quarter  

COURSE DESCRIPTION: This seminar will explore various ways in which folklore has gotten "used" over time—as unadorned found text, as raw material to be employed as grist for explanatory social science theory, as fiction. We will try to get a fix on the elaborate stylizations and plausible fictions involved in creating an "authentic" native voice. Do more "respectful" treatments come in some way closer to the object of study, or are they reconstructions just as artificial, but simply less flamboyant? Our collective attempt will be to come to a determination of the purposes served by ethnography, as an art or science, in contemporary life. Is folklore always already processed by invasive techniques, or is it possible, in some sense, to simply let it be?

We'll examine case studies in folk-life in two heavily-
studied regions: the Appalachians of the U.S., and the Andes Mountains of South America. Attention will be given to the transformation of these regions' respective native "material" into scholarship, art, and fiction. Readings for the course will include Jose Maria Arguedas, Deep Rivers (Texas), Irene Silverblatt, Moon, Sun and Witches, Lee Smith, Oral History, Regina Harrison, Signs, Songs, and Memory in the Andes (Texas), Frank Solomon and George Urioste, eds., The Huarochiri Manuscript (Texas), David Whisnant, All That is Native and Fine (Chapel Hill), James Still, River of Earth (Kentucky), Laurel Shackelford and Bill Weinberg, eds., Our Appalachia: An Oral History. The course will also include video and samples of hillbilly music.

No P/N registration. Attendance at first class mandatory.

TEACHING METHOD: lecture and discussion. Evaluation Method(s): one paper, one take-home exam, daily questions.

CLS C02
LANGUAGE AND THE TEXT: FORM AND FORMALISMS
Kerstin Behnke
TTh 1-2:30
Spring Quarter

COURSE DESCRIPTION: This course will examine conceptions of form from antiquity to the present, with an emphasis on various contrastive definitions of form such as form and matter, form and content, form and medium, the function of the concept within the respective writer's thought system, and its relevance for the evaluation of texts. We will therefore also look at critical schools that can be described as formalisms, such as Russian Formalism, or favor abstract structural elements such as Structuralism and Systems Theory.

EVALUATION METHOD(s): class presentation; two short papers; final essay.

TEXTS INCLUDE: A course reader of xeroxed writings, including texts by Plato, Aristotle, Aquinas, Kant, Schiller, Benjamin, Luhmann and others plus some secondary materials.
ADVANCED COMPOSITION: WRITING FROM RESEARCH
Frances Freeman Paden
TTh 10:30-12
Spring Quarter

COURSE DESCRIPTION: In this course students will practice writing of many kinds, but the major paper will grow out of research. For that paper students may continue work begun in another course or start fresh with a new project. Though not limited to students who want to write a senior thesis, the course may be useful for juniors who are ready to give some thought to research they will pursue in their senior year.

Class time will be devoted to (1) discussing assigned readings (2) working on students' projects. Students will have frequent conferences with the instructor and form small writing groups to share research strategies, read one another's work, and exchange ideas for rewriting and revision.

Junior or senior status. Permission of the instructor required. No P/N registration.

TEACHING METHOD: discussion, workshop, and oral presentation.

EVALUATION METHOD(s): participation in daily activities; two short papers; final written project; oral presentation of final project.

TEXTS INCLUDE: J. Williams, Style. A packet of readings selected by the instructor.

STUDIES IN DRAMA: WOMEN AND MODERN DRAMA
Susan Manning
TTh 1-2:30
Spring Quarter

COURSE DESCRIPTION: It has often been noted that women's roles were central, if not centrally problematic, to plays written by the canonical (male) modern dramatists. Less often remarked is the attempt of women working in the period-
as actresses, dancers, playwrights, managers, and suffragettes-to script (alternate) new roles for women. Examining play texts and performance events staged in London from 1889 to 1913, this course reassesses the relation between Ibsen, Shaw, Wilde, and their female contemporaries.

C20 [AREA 2]  
MEDIEVAL ENGLISH LITERATURE  
Catharine Regan  
MWF 11  
Spring Quarter  

COURSE DESCRIPTION: Representative works in their intellectual and cultural contexts. Readings include Beowulf and other Old English poetry; selections from the Canterbury Tales, Medieval drama and romance. Facsimile editions exist for a number of the texts, and they will be compared to the modern edited texts used in the course.

No P/N registration. Attendance at first class mandatory. 

EVALUATION METHOD(s): Papers; quizzes; midterm; final exam.

C21-2  
OLD ENGLISH: BEOWULF AND OTHER POETRY  
Catharine Regan  
MWF 9  
Spring Quarter  

COURSE DESCRIPTION: A study of Beowulf in Old English.

C21-1 is a prerequisite for this course. Attendance at first class mandatory. No P/N registration.

C24 [AREA 2]  
STUDIES IN MEDIEVAL LITERATURE: BAD WOMEN, GOOD WOMEN, WOMEN IN LOVE  
Barbara Newman  
MWF 1  
Spring Quarter  

COURSE DESCRIPTION: This course will investigate the
medieval construction of two long-lasting female stereotypes, the Bad Woman and the Good Woman, along with a third figure, the Woman in Love, who overlaps with both types. On another level, we will look at the real women who, as readers and writers, participated in the shaping of these literary traditions but also revealed their limitations. Specimens of the "bad woman" or adulterous wife will be found in St. Jerome's Epistle against Jovinian, selections from the Romance of the Rose, a French satire called The Fifteen Joys of Marriage, and Chaucer's Wife of Bath's Tale. "Good women" inhabit Chaucer's tales of the virgin martyr Cecilia (Second Nun's Tale) and the patient Griselda (Clerk's Tale), as well as his Legend of Good Women and Christine de Pizan's Book of the City of Ladies. For "women in love," we will read the short romances (Lais) of Marie de France and the autobiographic writings of two very different women, the twelfth-century abbess Heloise and the fifteenth-century free-lance mystic, Margery Kempe. These two lives illustrate the pervasive influence of the stereotypes but at the same time call them radically into question.

No P/N registration. Attendance at first class mandatory.

TEACHING METHOD: combined lecture and discussion.

EVALUATION METHOD(s): papers, class participation.

TEXTBOOKS AVAILABLE AT: Norris Bookstore.

C35 [AREA 3]
MILTON
Sharon Achinstein
MWF 11
Spring Quarter

COURSE DESCRIPTION: An introduction to Milton's English poetry and selected prose, with special attention to Paradise Lost. Our interests will be: Milton's activism in the English Revolution, the political and intellectual heritage of humanism, and the literary traditions of epic and prophetic poetry. Some consideration will be given to Renaissance and contemporary literary theory.
TEACHING METHOD: combined lecture and discussion.

EVALUATION METHOD(s): paper; final exam; class participation.


TEXTBOOKS AVAILABLE AT: SBX.

C39 [AREA 3]
SPECIAL TOPICS IN SHAKESPEARE: ILLUSION AND THE SOCIAL ORDER
Wendy Wall
TTh 10:30-12
Spring Quarter

COURSE DESCRIPTION: What did it mean to "act" in the Renaissance? This course will provide an intense look at six Shakespearean plays. We will be concerned with how the notions of illusion, theatricality and role-playing are represented in different genres (comedy, tragedy, history and romance); how "acting" becomes allied with unruly elements within the Renaissance culture (bar crowds, the supernatural, racial others, the new world); and how illusions, dramatic and other, functioned as a means of ratifying and questioning social order. The class will thus investigate what dangers and pleasures "playing" offered to Renaissance audiences.

Attendance at first class mandatory.

TEACHING METHOD: discussion.

EVALUATION METHOD(s): active class participation, several written exercises, midterm, and two papers.

TEXTS INCLUDE: A Midsummer Night's Dream, I Henry IV, Richard III, Othello, The Merchant of Venice and The Tempest. We will also analyze a few films (one cinematic rendition of Shakespeare as well as Dead Poets' Society), read several critical articles and study some historical documents from the period.

TEXTBOOKS AVAILABLE AT: Great Expectations Bookstore.
C44 [AREA 4]
18TH-CENTURY FICTION: FROM SENTIMENTAL TO GOTHIC
Helen Deutsch
TTh 1-2:30
Spring Quarter

COURSE DESCRIPTION: This course will examine the 18th-Century English novel of sentiment as a form in continual dialogue and struggle with irony, self-parody and melodrama. We will seek to explore and productively unsettle definitions of sentiment and sensibility, while constructing a path that links the sentimental to what might be termed its "evil twin," the gothic.

No P/N registration. Attendance at first class mandatory.

TEACHING METHOD: combined lecture and discussion.

EVALUATION METHOD(s): papers; final exam; class participation.


TEXTBOOKS AVAILABLE AT: Great Expectations Bookstore.

C48 AREA 4] STUDIES IN RESTORATION & 18TH-CENTURY LITERATURE: SWIFT
Andres Virkus
MWF 2
Spring Quarter

COURSE DESCRIPTION: Jonathan Swift is probably most famous for having written Gulliver's Travels, but among his contemporaries he was also known as the most feared political satirist of his time. More recently, literary critics have found him interesting for the misogynist and scatological contents of some of his most admired poetry and prose. In this class, we will read Swift's literary efforts within the
context of his extra-literary endeavors in order to understand how his political and religious beliefs helped shape his literary sensibility and also account for some of the more controversial aspects of his works.

TEACHING METHOD: combined lecture and discussion.

EVALUATION METHOD(s): papers; class participation.

TEXTS INCLUDE: The Writings of Jonathan Swift; Complete Poetry; James Sambrook, The Eighteenth Century, 2nd. ed.

TEXTBOOKS AVAILABLE AT: SBX.

C56 [AREA 5]
VICTORIAN POETRY: CONSTRUCTIONS OF GENDER IN THE 19TH CENTURY
Jacqueline Labbe
TTh 9-10:30
Spring Quarter

COURSE DESCRIPTION: Most of us are familiar with the stereotypes of the Victorian Angel in the House, the Madwoman in the Attic, the Rising Industrialist. But such pictures, of course, tell only part of the story. In this class, we will explore the concepts of Victorian femininity and masculinity through works familiar and unfamiliar, asking ourselves what it means to be an angel, a madwoman, an industrialist, and if those roles are restricted to one sex or another. How does gender—the social construction of sexual identity—play its part? We will read works by Byron, Shelley, the Brownings, Felicia Hemans, Letitia Landon, and others, and will supplement these readings with forays into modern criticism of the subject.

C57 [AREA 5]
19TH-CENTURY BRITISH FICTION
Lawrence Evans
MWF 11
Spring Quarter

COURSE DESCRIPTION: Six novels (several decidedly long—a total of about 4000 pages) representing something of the variety of British prose fiction from Scott to Hardy, 1815 to
1895. Special attention to persistent novelistic conventions, the impact of Romanticism, and the complex interrelationship between readers and writers during Victoria's long reign (1837 – 1901). Authors to be treated will be chosen from among the following: C. Bronte, E. Bronte, Dickens, George Eliot, Gaskell, Hardy, James, Scott, Thackeray, and Trollope.

No P/N registration. Attendance at first class is mandatory.

TEACHING METHOD: combined lecture and discussion.

EVALUATION METHOD(s): preparedness and participation essential; a quiz on each novel; final exam; two papers. Tests, participation, and papers count about equally in determination of final course grade.

TEXTBOOKS AVAILABLE AT: Great Expectations Bookstore.

C58 [AREA 5]
DICKENS
Lawrence Evans
MWF 2
Spring Quarter

COURSE DESCRIPTION: An intensive study of five novels by Charles Dickens (all of them of decided length, totaling over 4000 pages): Barnaby Rudge (1841), David Copperfield (1849-50), Bleak House (1851-53), Little Dorrit (1855-57), and Our Mutual Friend (1864-65), focusing on Dickens' extraordinary richness of languages, his distinctive (pre-modern?) psychological representations, his fascination with power and violence, and his many social and moral ambivalences.

No P/N registration. Attendance at first class mandatory.

TEACHING METHOD: a little bit of lecture, a lot of discussion. EVALUATION METHOD(s): preparedness and participation essential; a quiz on each novel, two short papers and a longer final essay. [If class size permits, each student will do an oral presentation, factored into the final grade.]

TEXTBOOKS AVAILABLE AT: Great Expectations Bookstore.
AFAM C60
ART OF TONI MORRISON
Leon Forrest
TTh 2-3:30
Spring Quarter

COURSE DESCRIPTION: This course will investigate the issues of mythology, symbolism, sexism and racism, as they are revealed and interpreted in the five published novels of Toni Morrison: The Bluest Eye, Sula, Song of Solomon, Tar Baby, and Beloved. We will also exam certain pivotal essays by Morrison; and discuss the artistic reasons why she holds very central place in African-American Literature and American Literature.

EVALUATION METHOD(s): mid-term; final paper; 20% of the grade will go for class participation.

C65 [AREA 6]
STUDIES IN POSTCOLONIAL LITERATURE:
TALES OF TRANSITION
Olakunle George
MWF 1
Spring Quarter

COURSE DESCRIPTION: One recurrent motif in contemporary fiction by writers from non-Western societies emerging from European colonial rule is that of the sensitive child growing up in a maze of two or more hierarchically posed cultures: the colonial and the indigenous, the civilized and the backward, etc. In this course, we shall examine the forms this motif takes in selected fiction by writers from a number of contexts: Africa, the anglophone Caribbean, the immigrant in an imperial (or ex-imperial) metropolis. We shall identify ways in which such figures as the shaman, the folkloric "trickster," and the old nag are used symbolically to raise questions about science and myth, or the empirical as against the mystical. We shall pay particular attention to the rhetorical and structural features of these texts, and attempt to identify in them, and through them, the interplay between form and content, literary history and material history. The primary texts
will be supplemented with shorter readings in recent cultural criticism.

Attendance at first class mandatory.

TEACHING METHOD: combined lecture and discussion.

EVALUATION METHOD(s): attendance; class participation; bi-weekly quizzes; two papers (6-8 pgs).

TEXTS INCLUDE: Brodber, Myal; Kincaid, Annie John; Lamming, In the Castle of My Skin; Ghosh, The Shadow Lines; Rushdie, Midnight's Children; Soyinka, Ake: The Years of Childhood.

TEXTBOOKS AVAILABLE AT: Great Expectations Bookstore.

C66 [AREA 6] STUDIES IN AFRICAN-AMERICAN LITERATURE: HARLEM RENAISSANCE
Madhu Dubey
MWF 10
Spring Quarter

COURSE DESCRIPTION: This course surveys one of the most celebrated periods in African-American literary history—the Harlem Renaissance of the 1920s. Our discussion of the readings will identify and analyze the "new" elements of the literature of this period, including: the claim of breaking with past literary conventions and stereotypes; the use of oral forms such as jazz and blues to liberate a unique literary voice; the invocation of Africa as cultural origin; and the redefinition of black identity grounded in "natural" values. The course will open with a critical anthology that announced and defined the Harlem Renaissance, will go on to consider a set of representative texts, and will close with an atypical text that compels a critical reconsideration of the period.

Attendance at first class mandatory.

TEACHING METHOD: discussion.

EVALUATION METHOD(s): 2 papers (of 8-10 pages each); class participation; oral presentation.
TEXTS INCLUDE: Alain Locke, ed., The New Negro; Jean Toomer, Cane; Claude McKay, Home to Harlem; Jessie Fauset, Plum Bun; and Nella Larsen, Quicksand.

C72
AMERICAN POETRY
Betsy Erkkila
TTh 2:30-4
Spring Quarter

COURSE DESCRIPTION: In this course, we shall examine American poets individually, in relation to each other, and in relation to their sociocultural milieu, as we seek to trace some of the formal, social, cultural, aesthetic, and political debates that have contributed to the development of American poetry from the nineteenth century to the present. Major areas of concern will include nineteenth-century cultural nationalism, art for art's sake, Modernism, the Harlem renaissance, the Beat Movement, the Black Arts Movement, Feminism, postmodernism, and current debates surrounding L-A-N-G-U-A-G-E poetry.

TEACHING METHOD: Combined lecture and discussion.

EVALUATION METHOD(s): Papers; midterm; final; class participation; critical essay (7-10 pages).


TEXTBOOKS AVAILABLE AT: Great Expectations Bookstore

C78 [AREA 7]
STUDIES IN AMERICAN LITERATURE:
WALT WHITMAN AND AMERICAN CULTURE
Betsy Erkkila
TTh 10:30-12
Spring Quarter
COURSE DESCRIPTION: In this course, we shall read Whitman's work in relation to the cultural and political struggles of his time and ours. We shall focus in particular on Whitman's experiments with the language, style, and form of poetry, and his engagement with such subjects as American democratic culture, the body and sexuality, race, the working class, spiritualism and social utopianism, the city, technology, war and the American West. We shall conclude with readings of various poets in the United States, Latin America, and elsewhere who might be said to write within (or against) the "Whitman tradition."

TEACHING METHOD: Combined lecture and discussion.

EVALUATION METHOD(s): papers; class participation; a brief book review (3-4 pages); a longer critical essay (7-10 pages); final exam.

TEXTS INCLUDE: Franklin Evans; or the Inebriate; selected early journalism, fiction, and poetry; Leaves of Grass; Specimen Days; Democratic Vistas; selected social, political, and cultural writings on nineteenth-century America; selected responses to Whitman in the United States, Latin America, and other countries.

TEXTBOOKS AVAILABLE AT: Copycat Copies; Great Expectations Bookstore.

CLS C83 [AREA 1]
SPECIAL TOPICS IN THEORY: FREUDIAN LITERARY CRITICISM
Andres Virkus
MWF 10
Spring Quarter

COURSE DESCRIPTION: Sigmund Freud's theories of sexuality and psychoanalytic interpretation have long been used to analyze literary texts. By identifying a text's underlying psychosexual motifs, critics feel that they can account for its general cultural appeal. In this class we will first study Freud's theories in order to learn how to apply them, and then we will consider recent criticisms of the basic theoretical assumptions of his work.

TEACHING METHOD: combined lecture and discussion.
EVALUATION METHOD(s): papers; class participation.

TEXTS INCLUDE: Sigmund Freud, Three Essays on Sexuality; Interpretation of Dreams; Introductory Lectures; Three Case Studies; William Shakespeare, Hamlet; Franz Kafka, Letter to His Father; Complete Stories.

TEXTBOOKS AVAILABLE AT: SBX.

C85
TOPICS IN COMBINED STUDIES: VERDI AND HIS DEVELOPMENT AS SUPREME MASTER OF ITALIAN OPERATIC/MUSIC DRAMA
Albert Cirillo
TTh 10:30-12
Spring Quarter

COURSE DESCRIPTION: This course will examine Verdi's development in the history of opera as a musical and dramatic medium. We shall examine such issues as his debt to bel canto; what bel canto truly is; his evolution from the bel canto tradition to the establishment of a truly "Verdian" style. We shall also chart the changing course of his reputation along the way. No technical knowledge of music or opera is required, just a genuine interest and a willingness to learn and explore something new.

Permission of instructor required. No P/N registration. Attendance at first class mandatory.

TEACHING METHOD: combined lecture and discussion.

EVALUATION METHOD(s): papers; final exam.

TEXTBOOKS AVAILABLE AT: SBX.

C90-7
JUNIOR TUTORIAL: LAURENCE STERNE
Helen Deutsch
Section 20
T 3-5
Spring Quarter
COURSE DESCRIPTION: This course will focus on the figure of Laurence Sterne, an eighteenth-century English ironist, self-dramatist, sentimentalist, curate and philosophical novelist whose books still seem to outsmart the most postmodern of his successors and imitators. We will begin with a careful reading of Sterne's opus magnum, Tristram Shandy (1759-1767), followed by his slender but equally important and influential Sentimental Journey (1768), supplemented by his sermons, personal journals and correspondence. We will also dip into some of Sterne's most important predecessors, e.g. John Locke, David Hume, Tobias Smollett, as well as some of his most significant imitators, e.g. Denis Diderot, Henry Mackensie.

Permission of Department. No P/N registration.

C90-7
JUNIOR TUTORIAL: BRITISH SCIENCE FICTION
Lawrence Evans
Section 21
Th 3-5
Spring Quarter

COURSE DESCRIPTION: Major works of "science fiction" (variously defined, but for this course principally tales of the imagined future and speculative fictions based on scientific, quasi-scientific, and pseudo-scientific concepts) in Britain from Mary Shelley (Frankenstein, 1818) to Doris Lessing. Emphasis on how these visionary narratives may reflect the historical-cultural context out of which they emerge and on how a genre-fiction of "ideas" develops its own various literary conventions. Among authors to be treated: Mary Shelley, H.G. Wells, E. M. Forster, C. S. Lewis, and Doris Lessing.

Permission of Department. No P/N registration.

C90-7
JUNIOR TUTORIAL: DEATH IN THE MIDDLE AGES
Catharine Regan
Section 22
Th 3-5
Spring Quarter
COURSE DESCRIPTION: A study of the Death motif in Medieval life and literature. Fascination with the macabre, the Black Death and Medieval use of pleasure as an antidote for ubiquitous death are topics for special investigation. Everyman and other examples of Medieval drama, representations of the Dance of Death, Chaucer's "Pardoner's Tale," debates between Body and Soul, and the fifteenth century Ars Moriendi (The Book of the Craft of Dying) are some of the texts that we will read. Glending Olson's Literature as Recreation in the Later Middle Ages and selections from Philippe Ari's, The Hour of Our Death will provide historical/cultural background. Graphic representations include mosaics, frescoes, sculpture.

Attendance at first class mandatory. No P/N registration.

C92
SITUATION OF WRITING
Reginald Gibbons
TTh 9-10:30
Spring Quarter

COURSE DESCRIPTION: C92 is a course in the sociology of writers, writing, publication, dissemination of literature, and reading. We will study these topics as they arise in both imaginative and critical works.

Permission of Writing Major. No P/N registration.
Attendance at first class mandatory.

TEACHING METHOD: discussion.

EVALUATION METHOD(s): papers, oral presentations; class participation; final project.

TEXTBOOKS AVAILABLE AT: Great Expectation Bookstore.

C93
THEORY & PRACTICE OF POETRY
Charles Wasserburg
WF 11-12:30
Winter-Spring
COURSE DESCRIPTION: An advanced year-long course in reading for writers, critical analysis, and intensive writing of poetry. Texts for the first term will include collections by Robert Lowell, Elizabeth Bishop, W. H. Auden, Robert Frost, Thomas Hardy, and Emily Dickinson. The Fall-Winter term will be devoted to reports on, and imitations of, these writers; a coursepack of critical writings by poets will be used to highlight issues of technique and theme. A final paper will be due at the end of the first semester. In the second semester, students will read longer works by the required poets to lay groundwork for their own long poem of approximately 120 lines.

No P/N registration. Grade of "K" given for first semester. Permission of Writing Major required. Attendance at first class mandatory. Reading due for first class.

TEACHING METHOD: discussion.

EVALUATION METHOD(s): based on creative and critical work; class presentations and participation.

TEXTBOOKS AVAILABLE AT: Great Expectations Bookstore.

C94
THEORY & PRACTICE OF FICTION
Mary Kinzie
WF 11-12:30
Winter -Spring

COURSE DESCRIPTION: An advanced year-long course in reading for writers, critical analysis, and intensive creative writing. Texts for the first term will include works by Albert Camus, J. M. Coetzee, Franz Kafka, Katherine Anne Porter, and Leo Tolstoy. The Fall-Winter term will be devoted to reports on these writers and original fictions composed in response to the work under scrutiny; an anthology, Essentials of the Theory of Fiction, ed. Hoffman and Murphy, will be used to highlight issues of technique and theme. A final paper will be due at the end of the first semester. In the second semester, students will read longer works and write their own novellas. Reports continue, as do original fictions.
No P/N registration. Grade of "K" given for first semester. Permission of Writing Major required. Attendance at first class mandatory. Reading due for first class.

TEACHING METHOD: discussion.

EVALUATION METHOD(s): based on creative and critical work; class presentations and participation.

TEXTBOOKS AVAILABLE AT: Great Expectations Bookstore.

CLS C97 [AREA 1]
LITERARY STUDIES COLLOQUIUM
Jules Law
Th 4-6 Yearlong

COURSE DESCRIPTION: This seminar will be a year-long colloquium organized around the theme of literature and history. The colloquium is focused around papers given by a series of prominent speakers from a variety of disciplines. There will be six speakers altogether, two in each quarter. Each of these meetings will be framed by discussion sessions during which the students will be introduced to the work of the speakers and given an opportunity to discuss in detail their positions, methods, and standpoints. Students must register for the whole academic year. The tentative list of speakers include: Margaret Ferguson (English, The University of Colorado, October); Franco Moretti (Comparative Literature and English, Columbia University, November); Arjun Appadurai (Anthropology, University of Chicago); Naomi Schor (Romance Languages, Duke University).

Attendance at the colloquium functions and at discussion sessions mandatory.

EVALUATION METHOD(s): 3 brief papers.
John C. Hudson  
Geography C13-0  
NORTH AMERICA  
Time: Tuesday and Thursday, 7:00-9:30 p.m.  
Office address: 1810 Hinman Ave.  
Office phone: 491-5402, 491-2855  
Expected enrollment: 250

COURSE DESCRIPTION: An adult-level working knowledge of the geography of one's own country is a valuable asset to life after college. In Geography C13 we cover the length and breadth of the North American continent, beginning with the Atlantic Coast in the first week, ending with the Pacific Coast in the ninth. We take a regional approach to analyzing the physical and human geography of North America's regions in order to understand how, over time, patterns of distinct lifeways and of economic and political expression have evolved. A regional approach offers a comprehensive framework for integrating the unique within a broader framework of continental geography.

PREREQUISITE: Senior or Junior standing. P/N is NOT allowed.

EVALUATION: weekly map quizzes, midterm, final.

READING:
Tom L. McKnight, Regional Geography of North America.  

c tec@northwestern.edu  
Course Descriptions, Evanston Campus Registration  
Northwestern University  
Last Updated: February 9, 1995
Bradley B. Sageman  
Dept. #0423, Course #A01-0  
Title: EARTH PROCESSES AND PRODUCTS  
(Lab Required)  
Time & Date: M,W,F 9 am  
Office Address: Locy Hall, #315  
Office Phone: 467-2257  
Expected Enrollment: 50

COURSE DESCRIPTION: This class focuses on understanding the Earth as an integrated natural system. The course reviews the physical, chemical, and biological processes involved in the generation and modification of rocks, the geological evidence for these processes, and the field and laboratory techniques used to reconstruct geological history. The role of geological information in society is also discussed. Many of the lectures focus on the geology in society is also discussed in the context of environmental science and global climate change. Many of the lectures focus on the geological field evidence which will be seen during the ever-popular field trip to Baraboo, Wisconsin. Additional examples are drawn from U.S. National Parks to illustrate the origin of major geological features of the Earth.

PREREQUISITES: None

TEACHING METHODS:  
3 One hour lectures per week  
1 two hour lab/discussion section per week  
1 weekend field trip (required)

METHOD OF EVALUATION: Mid-term and final exams, lab assignments.

COURSE DESCRIPTION: Modern civilization cannot insulate humans from interacting with their environment. This course examines several negative aspects of that interaction including hazards from earthquakes, volcanoes, and floods. Examination of the geological causes of these phenomena allow exploration of the potential to mitigate, prevent, or avoid the consequences of our dependence on the environment.

PREREQUISITES: None

TEACHING METHODS: Some lectures, some discussions, presentations of individual papers.

METHOD OF EVALUATION: Grades will be based on written and oral presentations.

PREREQUISITES: None

TEACHING METHODS: Lectures and discussion sections.

METHOD OF EVALUATION: Mid-term and final exams.


Finley C. Bishop
Dept. #0423, Course #A11-0
Title: GLOBAL ENVIRONMENTAL CHANGE
        (Discussion Section Required)
Time and Date: 10:00 M,W,F
Office Address: Locy, 205A
Office Phone: 491-7383
Expected Enrollment: 150


PREREQUISITES: None

TEACHING METHODS: Lectures and discussions

METHOD OF EVALUATION: 3 exams

TEXT: Montgomery, ENVIRONMENTAL GEOLOGY.

Seth A. Stein
Dept. #0423, Course #B02-0
Title: BODY OF THE EARTH
        (Discussion Section Required)
Time and Date: 2 PM; M.,W,F
Office Address: Locy Hall #300
Office Phone: 491-5265
Expected Enrollment: 20

COURSE DESCRIPTION: Introduction to the interior, origin
and evolution of the Earth and planets for geology and other science majors; no previous geology background required.

PREREQUISITES: Calculus (Math B14-3), Chemistry A03, Physics A35-1 or equivalents.

TEACHING METHODS: Three 1 hour lectures per week, 1 one-hour discussion section.

METHOD OF EVALUATION: Mid-term, final, problem sets.

TEXT: INSIDE THE EARTH, Bolt; NEW VIEW OF THE EARTH Uyeda; THE INACCESSIBLE EARTH, Brown & Mussett; Handouts

Emile A. Okal
Dept. #0423, Course #C25-0
Title: GLOBAL TECTONICS
Time:
Office Address: Locy Hall #212
Office Phone: 491-3194
Expected Enrollment: 8


PREREQUISITES: B02, Math B18, Physics A35-2 or permission of instructor. P/N Not Allowed.

TEACHING METHODS: Two 2-hour lectures weekly.

METHOD OF EVALUATION: The course grade will be determined from homework exercises and examinations.

TEXT: NEW VIEW OF THE EARTH, Uyeda, and handouts.

Richard G. Gordon
Dept. #0423, Course #D61-0
Title: ADVANCED TOPICS IN PLATE TECTONICS
Time:
Office Address: Locy Hall #311
Office Phone: 491-3464
Expected Enrollment: 5

COURSE DESCRIPTION: Analysis of the kinematics of wide zones of active deformation.

PREREQUISITES: Consent of instructor.

TEACHING METHODS: Seminar, extensive readings, class projects.

METHOD OF EVALUATION: Quality of discussion, oral presentations, and written project.

TEXT: Reading list, many papers.

Emile A. Okal
Dept. #0423, Course #D62-0
Title: Advanced Topics in Seismology
Time:
Office Address: Locy Hall #212
Office Phone: 491-3194
Expected Enrollment:

COURSE DESCRIPTION: Topic include: earthquake source theory; advanced body wave theory; normal modes of the earth; methods in modern seismology; and application to synthetic seismograms.

PREREQUISITES:

TEACHING METHODS:

METHOD OF EVALUATION:

TEXT:

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Coordinator: Linda Zajac
German A01-3
ELEMENTARY GERMAN
Time: MTWF*
Office Address: Kresge 119
Phone: 491-7489
Expected enrollment: 110

COURSE DESCRIPTION: This is the third and final quarter of the Elementary German sequence: a systematic introduction to basic German. All four language skills—speaking, listening comprehension, reading, and writing—are stressed to insure that students acquire a basic command of German. Classes are conducted in German, except when explanations of grammar or other material require the use of English.

A key feature A01-3 German is the short skit produced in class at the end of the Spring quarter—and the ever-popular "Evening o' Skits", featuring a selection of the best first and second year German skits. We will also read a short detective story.

PREREQUISITE: A01-2 or equivalent. - PN not permitted.

TEACHING METHOD: A variety of teaching techniques are used. Classroom activities are designed to help students master basic German structures by providing daily opportunities to actively use new material in practical communicative situations. Class work is reinforced through written homework and practice with audio and video tapes.

EVALUATION: A test is given at the end of each chapter and the final quarter grade is based on: chapter tests; the final skit; and written homework, quizzes, attendance, and class participation.

TEXTS:
1. Kontakte: A Communicative Approach, 2nd ed. (main textbook)
2. Kontakte: Arbeitsbuch (workbook) Authors: Terrell, Genzmer, Nikolai, and Tschirner
3. Einer singt falsch, Felix; Theo, 1993

*Sections
20 Staff
21 Thorsen
22 Meuser
23 Staff
24 Kast

Coordinator: Franziska Lys
GERMAN A02-3
Intermediate German
Time: MTWF*
Office Address: 113 Kresge
Phone: 491-8298 E-mail: flys@northwestern.edu
Expected enrollment: 130

COURSE DESCRIPTION: This is the third quarter of a three-quarter sequence of Intermediate German. Our primary goal is to develop and refine German language skills. This quarter special emphasis will be given to reading skills and we will continue to practice listening skills. A key-feature will be student produced skits in May capped by the popular Evening of Skits at the end of the quarter.

READINGS: We have chosen a selection of short stories from such established German authors as Tucholsky, Grass and Boll as well as stories from more contemporary German writers such as Novak and Wohmann. We hope that this selection will captivate your interest in continuing reading German authors.

VIDEO: We will continue with the video "Drehort: Neubrandenburg" which features short portraits of people in the city of Neubrandenburg (formerly in East-Germany). It offers a fascinating human perspective on daily life in Post-Wende Germany. The video is accompanied by multi-media software to enhance comprehension.

PREREQUISITES: A02-2 or equivalent. P/N not permitted!
TEACHING METHODOLOGY: A variety of teaching techniques including oral and written drills in the classroom and class discussions. Extensive software is available to students to practice their assignments outside of class. Students need about one hour every week in the language lab to work with the multi-media software.

EVALUATION: Class participation and attendance are very important. Homework, video writing assignments, four quizzes.

TEXTBOOKS:

Allerlei zum Lesen, Teichert and Teichert (SBX)
Concise German Grammar Review, Moeller/Liedloff/Lepke, (SBX)
Drehort: Neubrandenburg, Anthony/Lys (SBX)

*Sections
20 Anthony
21 Lys
22 Staff
23 Meuser
24 Staff
25 Meuser

Richard Block
German B01-3
INTRODUCTION TO GERMAN LITERATURE
Time: MWF 11:00
Office Address: Kresge Hall 109
Phone: 491-8296
Expected enrollment: 20

COURSE DESCRIPTION: This course, designed for majors as well non-majors, introduces students to selected works by some well-known authors of the twentieth century. The general goals are to acquaint each participant with representative samples from recent German literature and to advance her/his linguistic capabilities in every respect.

PREREQUISITES: Two years of college German or equivalent recommended. In special cases, secure consent of the instructor.
TEACHING METHODOLOGY: Since the course is conducted entirely in German, the emphasis lies very much on students' participating in the discussion of the texts. Written essays will be required regularly because, at this level, they afford the best opportunity for working out linguistic problems on an individual basis.

METHODS OF EVALUATION: The final grade will reflect both oral contributions to the discussion as well as performance in writing and correcting the assigned essays.

READINGS:

Thomas Mann, Tonio Kroger
Franz Kafka, Die Verwandlung
Heinrich Mann, Der Blaue Engel (film with excerpts from the screen play)
Bertolt Brecht, Mutter Courage und Ihre Kinder

P/N not permitted.

Ilse Loftus
German B08-0
GERMAN THROUGH READING NEWSPERIODICALS
Time: TTh 10:30 - 12:00
Office Address: Kresge 112
Phone: 491-8299
Expected enrollment: 18

COURSE DESCRIPTION: This course is designed for students who wish to practice and improve their conversational as well as reading and writing skills in German. The course material will be selected from current German newspapers, periodicals, and journals representing differing political viewpoints. The emphasis will be on the complex political, economical, and social challenges that Germany is confronted with domestically as a result of the recent reunification especially and the rapidly evolving European Community. Other focal points will be how American and foreign policies are reported and interpreted by the German press, and lastly how Germany assesses its new position as the largest and economically strongest member of the European Community, and how its partners and neighbors view this new reality.
Newsreels and documentaries will be shown monthly.

PREREQUISITES: A02-3 or equivalent, strong interest in current affairs.

TEACHING METHOD: Lively discussions based upon selected articles will be strongly encouraged. Students will be asked periodically to write a brief summary of an article or express their personal opinion on a subject discussed in a given article. - P/N permitted for non-majors only.

EVALUATION: Attendance, participation in class discussion, written assignments, quizzes, and a final.

READINGS: Xeroxed materials distributed by the instructor. There will be a nominal charge for the xeroxing and stapling. Tatsachen uber Deutschland (provided by the department free of charge).

William Anthony
German B12-0
INTRODUCTION TO GERMAN CULTURE AND LITERATURE: THE FAIRY TALE
Time: TTh 10:30 - 12
Office Address: Kresge 115
Phone: 491-8293
Expected enrollment: 25

COURSE DESCRIPTION: A systematic introduction to the German fairy tale, this course will provide students with an overview of the fairy tale's evolution from folk to literary form. As we read a cross-section of German fairy tales, with an emphasis on those by the Grimm brothers, we will explore some of the key philosophical and literary issues related to the emergence of the German fairy tale as an accepted literary form. Additional readings in selected secondary sources will provide students with a background in a variety of approaches to a critical understanding the "language" of the fairy tale.

PREREQUISITE: No prerequisites. P/N not permitted. (Reading ability in German helpful but not a requirement.)

TEACHING METHOD: Lecture and discussion in a seminar format. Class will be conducted in English.
EVALUATION: Journals, two short papers, midterm exam, oral presentation, and a final research paper

Partial Reading list:

Ralph Manheim, Grimm's Tales for Young and Old: The Complete Stories
Frank Ryder, ed., German Literary Fairy Tales
Jack Zipes, The Brothers Grimm
Bruno Bettelheim, On the Uses of Enchantment
Collected shorter readings and articles (xeroxed and for which there will be a charge)

Frank Dziersk
German B20-0

CONTEMPORARY GERMAN CINEMA: NEW GERMAN CINEMA AND THEN?
Time: TTh 12:30 - 2:30
Office Address: Kresge 121
Office Phone: 491-3342
Expected Enrollment: 55

COURSE DESCRIPTION: The course will examine the state of contemporary film in Germany. Its focus will be on the diversity of cinematic production that has emerged from the "New German Cinema" of the 70's and 80's. Present day film makers, like Wim Wenders, just to name one, have adapted to the changing conditions in Germany by becoming more and more integrated in a European net work of film professionals who try to cope with a world dominated by Hollywood. We shall look at him and other directors who are not yet as well known to the American public and never claimed to be part of the "New German cinema." Some of them, like Jan Schutte, still go on to contemplate the conditions of life in present day Germany, and also deal with its history. Others like Detlev Buck and Christoph Schlingensief reflect and comment on the ongoing political and historical changes in the reunited Germany, whereas directors like Sonke Wortmann simply seem to make entertaining movies dedicated to universal ideas, e.g. "boy meets girl."

The simple fact that many of these well established directors are working for television is but one reason why we shall also look at the dependent relationship of film to television. Even though there has been a transfer of power
from cinema to television, the film historian Elsaesser points out that the relation of "cinema versus television" belongs to the "antinomies of the past," because the "New Media," i.e. video, cable and satellite, have started to revolutionize the field of mass media ever since the dawn of the 80's. This transition seems to be the ultimate challenge for all people dealing with the production of pictures and "visions" in our society.

Among the films/videos we shall see are Rosaly Goes Shopping (Adlon, 1987); Dragon Chow (Schutte, 1987); Until the End of the World (Schutte, 1987); Terror 2000 (Schlingensief, 1992) et. al. All films will be in English or with subtitles.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Short paper, final examination, and class participation.

No prerequisites. P/N allowed.

TEACHING METHOD: Lecture - discussion. We will see a film each Tuesday.

EVALUATION: Midterm and final examination or optional paper.

READINGS:
Elsaesser, New German Cinema: A History
Pflaum, Germany on film: Theme & Content in the Cinema of the Federal Republic of Germany

Highly recommended as an introduction to film:
Bordwell/Thompson, Film Art: An Introduction (4th ed.)

Geza von Molnar
German B33-3
GERMAN HISTORY AND CULTURE: TIMES OF TROUBLE
Expected enrollment: 60
Office Address: Kresge 109
Phone: 491-8296
Expected enrollment: 60
COURSE DESCRIPTION: With the advent of World War I, drastic changes were initiated in Europe that have decisively affected the course of history in general, and German history in particular, to this very day. It is the aim of this course to acquaint students with the events and ideologies that helped shape the cultural, political, and social life in German lands during a period that saw the final collapse of the imperial tradition, the rise of the Weimar Republic, its replacement by the Nazi state, and the emergence of contemporary German society from its ruinous past.

No prerequisites.

TEACHING METHOD: Lectures and discussions.

EVALUATION: Midterm and final examination.

READING LIST:

Kurt Reinhardt, Germany 2000 Years II
Geoffrey Hartman, ed., Bitburg in Moral and Political Perspective
Peter Gay, Weimar Culture
Erich M. Remarque, All Quiet on the Western Front
Bertolt Brecht, Three Penny Opera
G.L. Mosse, Nazi Culture
Rolf Hochhuth, The Deputy
H. Boll, The Clown
Joachim C. Fest, The Face of the Third Reich
G. Hauptmann, The Weavers*
E. Toller, Hinkemann*
Excerpts* from works by A. Stramm, K. Tucholsky, and others.

* = Xeroxed material to be purchased from Copy Cat.

P/N not permitted.

Rainer Rumold
German C32-0
THE THEATER OF BERTOLT BRECHT AND THE WEIMAR REPUBLIC
Time: TTh 10:30-12
Office Address: Kr. 108
Phone: 491-8294
Expected Enrollment: 10
COURSE DESCRIPTION: This course will introduce the evolution of Bertolt Brecht's theater into contexts that determined the struggle for a political culture of the Weimar Republic. We will read the early plays as probes to break with "bourgeois" autonomous theater. Later plays are experiments with the institution of the opera as a popular mass spectacle in the twenties in Berlin. "Learning plays' such as the Lindbergh-Flight (Hindemith/Weill) are attempts to politically refunction the institutions of "communal music" and the new mass medium of the radio toward socialist culture (vs. an emerging Nazi "culture"). The relation of Brecht's theater to the powerful mass medium of the film will be our concern when viewing the film "kuhle Wampe," for which he had written the screenplay.

EVALUATION: Midterm or short paper and final

READINGS:

Bertolt Brecht:
Trommeln in der Nacht
Mann ist Mann
Aufstieg und Fall der Stadt Mahoganny (Oper/Musik by Kurt Weill)
Der Lindbergflug (Radiolehrstück)
Screenplay for film "Kuhle Wampe"
Selected essays on theater, the visual arts, music, radio and film

Ilse Loftus
German C80-0
ADVANCED GERMAN IN COMMERCE & INDUSTRY
Time: TTh 1-2:30
Office Address: Kresge 112
Ph: 491-8295
Expected Enrollment: 15

COURSE DESCRIPTION: Students will begin with final preparations, oral and written, for the certificate of Business German. They include business correspondence and giving short oral presentations and summaries of current business articles. All students that were enrolled in B80-0 and C80 in the Fall and Winter, respectively, are
encouraged to take the "Prufung Wirtschaftsdeutsch International" and can expect to pass. (All of the NU-students taking the exam last year passed with high marks). The seminar will continue with in-depth articles about the German economy in general and with specific articles about banking, marketing, integration into the EC, and intercultural differences in the business world.

PREREQUISITES: B-level or permission of instructor

TEACHING METHOD: The class is taught in German to give students the opportunity to improve their speaking, writing, and comprehension skills.

EVALUATION: Homework, class participation, 2 tests, and a final exam.

P/N not permitted for German majors.

Coordinator: Franziska Lys
GERMAN C91-0
TOPICS IN LANGUAGE: ADVANCED CONVERSATION
Time: MWF 1:00
Office Address: Kr. 113
Phone: 491-8298 E-mail: flys@northwestern.edu
Expected enrollment: 18

COURSE DESCRIPTION: This course is designed to help students improve their comprehension and speaking skills to become creative, independent, and sophisticated users of spoken German. A variety of exercises will guide students through increasingly complex speaking tasks such as descriptions, historical narratives, reports, discussions, and debates. Authentic material from the German press, German television, news broadcasts, videos and films will form the basis for interpretive activities and discussions.

PREREQUISITES: One B-level class or permission of the instructor.

TEACHING METHODOLOGY: Student-centered approach with emphasis on class discussion, group projects and short individual oral presentations.
EVALUATION: The final grade will be based on class participation, homework assignments, one or two short individual oral presentations, brief in-class quizzes and one oral interview.

TEXTBOOKS:

Gerhard Clausing, Übergange: Sprechen, Berichten, Diskutieren

Helmut Berking
German C98-0
THE PERCEPTION OF "CULTURE" AND THE RHETORIC OF "CRISIS" IN CONTEMPORARY GERMANY
Time: M 2 - 4:30
Office Address: Scott Hall 312
Office Phone: 467-3207
Expected Enrollment: 10

COURSE DESCRIPTION: The seminar aims at elaborating key issues of political culture in Germany. In particular it will focus on those public debates and intellectual interventions which shed light on both the attempts to explain and by the same token to shape collective self-definitions. What are the societal images intellectuals produced over the last two decades? How is the interplay between cultural production and political culture to be explained?

The seminar first reviews the cultural "inventory" of the late seventies: "Stickworte zur geistigen Situation der Zeit." It then turns to the - at least in terms of how to cope with the past - probably most symptomatic debate, the so-called "Historikerstreit." The cultural production of societal images because of the process of unification will be discussed in the final part of the course.

TEACHING METHOD: Lectures, discussions, midterm and final examination, research paper.

READINGS:

Jurgen Habermas, ed., Stichworte zur Geistigen Situation der Zeit  (two volumes)
Knowlton/Cales, transl., Forever in the Shadow of Hitler The original documents of the "Historikerstreit"

Additional readings will be made available.
Tessie Liu  
History B01-2  
EUROPEAN CIVILIZATION  
Time: MWF 1:00  
Discussion Sections: Thursdays, 9, 10, 11, 12, 1, 2, 3  
Office Address: 320 Harris Hall  
Office Phone: 491-3150  
Maximum Enrollment: 250  

COURSE DESCRIPTION: Survey of European politics, economy, society, and culture since the middle of the eighteenth century. Major topics include the French Revolution; industrialization and the rise of class society; socialist and feminist challenges to liberalism; imperialism, nationalism, and warfare; the challenges of communism and fascism; and the reunification of Europe after the cold war.  

PREREQUISITES: None  

TEACHING METHOD: Three lectures and one MANDATORY discussion section per week.  

EVALUATIONS: Short papers, midterm, and final. Students will also be graded on their attendance and contributions to discussion sections.  

TENTATIVE READING LIST:  
Course readings combine a variety of historical sources, including novels, newspaper accounts, memoirs, government documents, political pamphlets, and selections from influential thinkers such as Adam Smith, Jean-Jacques Rousseau, Karl Marx, Charles Darwin, V.I. Lenin and Hannah Arendt.  

Jonathon Glassman  
History B55-3
AFRICAN CIVILIZATIONS AND CULTURES: THE TWENTIETH CENTURY
Time: MWF 11:00 + mandatory discussion sections -
Thursday-11:00, 1:00, 2:00 and Friday, 10:00
Office Address: 323 Harris
Office Phone: 491-8963
Maximum Enrollment: 75

COURSE DESCRIPTION: The social and political problems of contemporary Africa are often portrayed as holdovers from the "traditional" past: the continent's poverty is seen as an absence of modern "development"; ethnic tensions are supposedly a reflection of ancient tribalism; famines are said to be similar to those in the Bible. This course will examine how modern sub-Saharan Africa was shaped by twentieth century historical processes, in particular those that first arose during the period of colonial rule (ca. 1890 to ca. 1960). Topics of study will include the origins of economic "underdevelopment," problems of health and hunger, the rise of anti-colonial nationalist movements, the origins of ethnic politics, and the roots of post-colonial political instability. Throughout the course we will try to focus on the ways that ordinary men and women have struggled to shape their lives. We will try as much as possible to look at the colonial experience from an African viewpoint; the insights provided by three African novels are key complements to the broader historical trends outlined in the lectures and historical texts.

PREREQUISITES: None.

TEACHING METHOD: Lectures and films, supplemented by weekly discussion sections (mandatory).

EVALUATION: Four short papers on the readings (@ ca. 3 pages), a final exam, and performance in discussion sections.

TENTATIVE READING LIST:
Basil Davidson, Black Man's Burden: Africa and the Curse of the Nation-State.
Landeg White, Magomero: Portrait of an African Village
Franke & Chasin, Seeds of Famine.
Karen Fields, Revival and Rebellion in Colonial Central Africa.
Chinua Achebe, A Man of the People (novel)
Ousmane Sembene, God's Bits of Wood (novel)
Josef Barton
History C21-2
THE MAKING OF MODERN AMERICAN SOCIETY
Time: MWF 9:00-10:00
Office Address: Harris 212
Office Phone: 491-7356
Maximum Enrollment 70

COURSE DESCRIPTION: A historical analysis of the transformation of American society from rural republic to industrial nation. The course will examine three phases of this transformation: 1) the making of modern industrial society; 2) the advance of organization; and 3) the emergence of late twentieth-century patterns

PREREQUISITES: None. P/N registration is permitted.

TEACHING METHOD: Three lectures per week.

EVALUATION: Three written assignments: A brief paper of 5 pages, due at mid-quarter, a research paper of 10-15 pages, due at the end of the quarter, and a take-home final examination, due at the regularly scheduled examination

READING LIST:
Susan P. Benson, Counter Cultures
David Brody, Steelworkers in America
John Higham, Strangers in the Land
Kenneth Jackson, Crabgrass Frontier
Jacqueline Jones, Labor of Love, Labor of Sorrow
Judith W. Leavitt, Brought to Bed
Harvard Sitkoff, The Struggle for Equality
David Tyack, The One Best System

Henry Binford
History C22-2
DEVELOPMENT OF THE MODERN AMERICAN CITY: 1870-PRESENT
Time: MWF 9:00-10:00
Discussion Sections: Thursdays, 9:00, 10:00, 11:00
Office Address: Harris 102B
Office Phone: 491-7262
Maximum Enrollment: 70
COURSE DESCRIPTION: This is the second half of a two-quarter course dealing with urban society in America from the period of first European settlement to the present. The second quarter deals with the period from 1870 onward. Topics include the role of cities in the formation of an industrial society, the influence of immigration, political machines, professional planning, the automobile, and radio.

PREREQUISITES: P/N is allowed. Attendance at first class is MANDATORY.

TEACHING METHOD: The course will follow a basic format of two lectures and one discussion session per week. Students will be asked to help in making these sessions possible by finding an extra hour in their schedules so that the course may be broken down into smaller groups. Questions and discussion will be encouraged in lectures as well.

EVALUATION: A mid-term and a final examination will be given. Examinations will be based on the readings and the lectures. With consent of the instructor, students may substitute a research paper for part of the examination work, but such substitutions must be approved by the date of the mid-term.

TENTATIVE READING LIST: There will be no textbook. Most of the readings will be in books available in paperbound editions. Some selections will be on reserve. Among the readings will be:

- Alexander Callow (ed.), American Urban History
- Gilbert Osofsky, Harlem: The Making of a Ghetto
- Sinclair Lewis, Babbitt
- Jacob Riis, How the Other Half Lives
- The Autobiography of Malcolm X

Robert E. Lerner
History C32-3
DEVELOPMENT OF MEDIEVAL EUROPE: LATE MIDDLE AGES AND EARLY RENAISSANCE
Time: MWF 9:00 A.M.
Office Address: 305 Harris
Office Phone: 467-1966
Maximum Enrollment: 20

COURSE DESCRIPTION: The goals of this class are: 1.) to offer general familiarity with the course of events of Western European history from roughly 1300 until roughly 1450; 2.) to introduce students to outstanding problems of interpretation; and 3.) to enhance the skills of careful reading and criticism. Among the problems to be considered are: the effects of the Black Death; the effects of the Hundred Years' War; the nature and influence of Humanism; the usefulness of the term "Renaissance."

TEACHING METHOD: Two out of three classes will discuss assigned readings. The third will be a formal lecture intended to cover topics not adequately treated in the assigned readings. EVALUATION: A mid-term, and a final short paper, both of which will concentrate on analysis of readings. (No research papers.) There will also be a short final objective examination.

TENTATIVE READING LIST:
Hulzinga, J., The Waning of the Middle Ages
Kohl, B.G. and A.A. Smith, Major Problems in the History of the Italian Renaissance
Lerner, R.E., The Age of Adversity

Paul Betts
History C44-3
GERMANY SINCE 1945
Time: Tuesdays and Thursdays, 2:30-4:00
Office Address: TBA
Office Phone: TBA
Maximum Enrollment: 50

COURSE DESCRIPTION: This course is intended as a general comparative introduction to the multi-faceted history of German politics, society and culture from the end of World War II to the present. Its more specific objective is to expose students to the wide-ranging historical issues attending the double construction of German society after 1945. Rather than concentrating exclusively on political and diplomatic history, the course seeks to explore how and why the problems of German identity were often renegotiated.
within the cultural sphere, e.g., literature, art, architecture, historiography and popular culture. Consequently, while embedding both the Cold War and the post-Cold War reinvention of German modernity within its broader context, the course is organized thematically.

PREREQUISITES: MANDATORY ATTENDANCE AT FIRST CLASS.

TEACHING METHOD: Lectures with accompanying discussions.

EVALUATION: Grades will be based on performance on the midterm and final exams.

TENTATIVE READING LIST:
Henry Turner, Germany from Partition to Unification
Douglas Botting, From the Ruins of the Reich
C. Maier, The Unmasterable Past
David Childs, The GDR: Moscow's German Ally
Christa Wolf, Patterns of Childhood
"Minorities in West Germany," New German Critique, special issue
Timothy Garton Ash, In Europe's Name
Konrad Jarausch, The Rush to German Unity
Peter Schneider, The German Comedy
and a xeroxed packet.

Peter Hayes
History C49-0
THE HISTORY OF THE HOLOCAUST
Time: Mondays and Wednesdays, 3:00-3:50
Discussion Sections: Fridays at 10:00, 11:00, 1:00, or 2:00
Office Address: Harris 104C
Office Phone: 491-7446
Maximum Enrollment: 75

COURSE DESCRIPTION: This course is an intensive examination of the origins, course, and aftermath of the Nazi onslaught against the Jews of Europe from 1933 to 1945.

P/N is NOT allowed. Mandatory attendance at the first class. Discussion section mandatory.
TEACHING METHOD: Lectures and discussion, supplemented by several films.

EVALUATION: Grades will be based on performance on the midterm and final exams and participation in the discussion sections.

TENTATIVE READING LIST:

Richard Levy, Antisemitism in the Modern World
Yehuda Bauer, A History of the Holocaust
Peter Hayes (ed.), Lessons and Legacies
Donald Niewyik (ed.), The Holocaust
Nechama Tec, When Light Pierced the Darkness
Leonard Dinnerstein, America and the Survivors of the Holocaust
*as well as a xeroxed packet.

David Joravsky
History C50-4
THE INTELLECTUAL HISTORY OF EUROPE: 20TH CENTURY
Time: MWF 2:00-3:00
Office Address: Harris Hall 303
Office Phone: 491-7418
Maximum Enrollment: 45

COURSE DESCRIPTION: Lectures, discussions, and readings on major trends of 20th-Century thought: appraisals of nationalism, imperialism, war, and fascism; Marxism-Leninism; Freudianism; feminism; modernist literature and visual art; existentialism; appraisals of science and technology. I will try to connect the history of ideas with other parts of the historical process, while confronting the general failure to find coherence in the diverse trends of thought.

EVALUATION: There will be a twenty-minute quiz every other Friday, to introduce the discussion of that week's readings and lectures. The three best quizzes will be averaged to form one-third of the final grade. An essay comparing two trends of thought will count for another third, and so will a final exam consisting of identifications, brief essays, and the like.
TENTATIVE READING LIST:
Xeroxed selections on imperialism, war, fascism, Kipling,
    Hitler, Hemingway, etc.
Lenin, Imperialism
Kafka, The Trial
Einstein, Ideas and Opinions
Freud, Dora: Analysis of a Case of Hysteria
Virginia Woolf, A Room of One's Own
Sartre, Existentialism and Human Emotions
Camus, The Myth of Sisyphus

Harold Perkin
History C62-3
BRITAIN IN THE TWENTIETH CENTURY
Time: Tuesday-Thursday 10:30-12:00
Office Address: Harris 201A
Office Phone: 491-3152
Maximum Enrollment: 40

COURSE DESCRIPTION: At the beginning of the twentieth
century Britain was the world's richest and most powerful
superpower, the leading industrial, trading and financial
center, and the head of the largest empire the world had ever
seen, covering a quarter of the earth's population and
habitable land. How it came to lose that position is an
object lesson not only in national but in global history,
worthy of study by those who inhabit today's superpowers,
both rising and declining ones. At the same time, Britain
experienced an unprecedented rise in living standards, in
public welfare for those unable to support themselves, in the
longevity, health and comfort of life, and in the enjoyment
of leisure and culture by the whole population. This was all
part of the emergence of a new kind of society experienced by
nearly all advanced countries: a post-industrial society
based on highly skilled and specialized services--in a word,
on human rather than material capital--that is, on education
and training, and selection by merit. It is not all gain,
however: the new technologies are in danger of harming the
environment, if not indeed the future of the human race, and
the changes in the economy and social structure have
destroyed or exported many jobs and left their occupants
without function or income. In all these developments
Britain is a prime exemplifier of the gains and losses of the
real new world order.

PREREQUISITES: No P/N.

TEACHING METHOD: Two one and half hour lecture-plus-discussions per week.

EVALUATION: Two essays plus final exam.

READING LIST:
David Thomson, England in the Twentieth Century.
W. L. Arnstein, The Past Speaks Since 1689
Ralf Dahrendorf, On Britain
Kenneth O. Morgan, The People's Peace, 1945-89

T.W. Heyck
History C64-2
SOCIAL AND INTELLECTUAL HISTORY OF MODERN BRITAIN: THE TWENTIETH CENTURY
Time: MWF 11:00
Office Address: Harris 313B
Office Phone: 491-3480
Maximum Enrollment: 40

COURSE DESCRIPTION: This will be the second of a two-quarter sequence in the cultural history of modern Britain, this quarter dealing with the 20th century. The course will be based on the proposition that intellectual history is inseparable from social history. The course will attend to several important themes, among them the relationship of British intellectuals to their society, the rise of modernism, continuity and change in social criticism, and the idea of the Two Cultures.

PREREQUISITES: P/N NOT allowed. FIRST CLASS MANDATORY. Students need not have taken C64-1. However, each student should have some prior experience in either European or English history, or English literature, or philosophy. History, English, Philosophy, Art History and Political Science majors especially welcome.
TEACHING METHOD: The format will be two lectures and one discussion per week. The discussion groups, which are mandatory, will be devoted to gaining a mastery over the reading. The lectures will set the readings in broader context.

EVALUATION: There will be no exams; instead, there will be a short written assignment each week and a final take-home paper.

SAMPLE READING LIST:
G.E. Moore, Principia Ethica
Bertrand Russell, Problems of Philosophy
E.M. Forster, Howard's End
Virginia Woolf, A Room of One's Own
R.H. Tawney, The Acquisitive Society
John Osborne, Look Back in Anger
T.S. Eliot, Christianity and Culture
E.F. Schumacher, Small Is Beautiful

Roger Kittleson
History C66-0
LATIN AMERICA IN THE INDEPENDENCE ERA
Time: MWF 2:00-3:00
Office Address: Harris Hall 208
Office Phone: 467-4037
Maximum Enrollment: 50

COURSE DESCRIPTION: This course will examine the transition from colonial status to political independence in Latin America. A central focus will be the turbulent formation of nation-states over the course of the nineteenth century. In this regard the course will analyze the social and economic changes of the period 1750-1900 and the possibilities they offered for both political order and disorder. While addressing general issues like caudillismo, the role of the Church in politics, and economic dependency and development, we will also look at the evolving social and political relations of specific countries. Here the course will provide an understanding of how social conflicts (along lines of race, class, and gender) shaped and were shaped by economic and political forces.
PREREQUISITES: None.

TEACHING METHOD: Lectures and discussion.

EVALUATION: There will be a short (5-7 page) paper (worth 25% of the final grade) and mid-term (worth 25%) and final (worth 50%) exams.

TENTATIVE READING LIST:
David Bushnell and Neill Macauley, The Emergence of Latin America in the Nineteenth Century
Em'lia Viotti da Costa, The Brazilian Empire
John Lynch, The Spanish-American Revolutions, 1808-1826
Florence Mallon, Peasant and Nation course packet

Melissa Macauley
History C81-1
LATE IMPERIAL AND MODERN CHINA
Time: Tuesday and Thursday, 10:30-12:00
Office Address: Harris 207B
Office Phone: 491-3418
Maximum Enrollment: 40

COURSE DESCRIPTION: This is the first quarter of a two-quarter sequence on late imperial and modern China. The themes linking the two quarters are commercialization, local social transformation, and imperialist depredation. History C81-1 is a survey of Chinese history from the second commercial revolution in the sixteenth century to the fall of the imperial order in 1911. The course will focus primarily on the eighteenth and nineteenth centuries. Topics to be explored include Neo-Confucian traditionalism, the biological revolution and China's agricultural economy, the nature of the imperial state and its problematic relationship with the intelligentsia elite, the Manchu conquest of China, the consolidation of the Qing dynasty, White Lotus sectarianism and rebellion, statecraft reformism, imperialism, the rebellion of the Taiping Heavenly Kingdom, gender and family, revolutionary radicalism, and the internal and external factors underlying the end of dynastic rule in China. We will also consider the applicability of the term "modern" to Chinese history and the problematic perspective Westerners...
bring to the study of Asian cultures.

PREREQUISITES: None. ATTENDANCE AT FIRST CLASS MANDATORY--no exceptions.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Midterm, paper, discussion, final.

TENTATIVE READING LIST:
Frederic Wakeman, The Fall of Imperial China (text)
Philip Kuhn, Soulstealers: The Chinese Sorcery Scare of 1768
Rudolf Wagner, Reenacting the Heavenly Vision: The Role of Religion in the Taiping Rebellion
Wu Jingzi, The Scholars (18th-century novel)
Joseph Esherick, The Boxer Uprising
William Rowe, Hankow: Conflict and Community in a Chinese City
Johanna Meskill, A Chinese Pioneer Family: The Lins of Wu-feng, Taiwan, 1729-1895
Susan Mann, "Widows in the Kinship, Class, and Community Structures of Qing Dynasty China," Journal of Asian Studies

Plus course packet readings on imperialism, missionaries in China, philosophical debates, poetry, and law.

Laura Hein
History C84-2
HISTORY OF MODERN JAPAN: 1943-1990's
Time: Tuesday-Thursday 10:30-12:00
Discussion Sections, Thursdays, 2:00, 3:00, 4:00
Office Address: Harris Hall 207B
Office Phone: 491-3418
Maximum Enrollment: 80

COURSE DESCRIPTION: This is a continuation of C84-1 but it is not necessary to have taken the earlier course nor any other course. It begins during Japan's "dark valley" of World War II, focusing on the homefront, and moves through the Occupation period and on to independent postwar Japan.
In addition to studying Japan's economic achievements, the course will also cover the historical development of family life, education, work life, and major issues such as pollution and political democracy.

PREREQUISITES: None. P/N registration NOT permitted. ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING METHOD: Two lectures and discussion section per week.

EVALUATION: Two take-home exams exploring major themes of the course, each worth 30% of grade, a shorter response-paper based on your reactions to a postwar Japanese movie, worth 20% of grade, and participation in discussion sections, worth 20%.

COURSE READINGS:
The following required books are available at SBX:

Andrew Gordon, ed., Postwar Japan as History
Norma Field, In the Realm of a Dying Emperor
E. Patrick Tsurumi, ed., The Other Japan
Haruko and Theodore Cook, Japan at War

Laurence Schiller
History C89/7-20

JUNIOR TUTORIAL: FEMINIST THEORIES AND WOMEN'S REALITIES IN AFRICA
Time: Wednesdays 1:00-3:00
Office Address: 102A Harris
Office Phone: 491-4654
Maximum Enrollment: 8

COURSE DESCRIPTION: Western Feminists are often nonplussed to discover that many women in the Third World find little of use in the Feminist message. This is not because Third World societies necessarily treat women better but rather that Patriarchy in their societies is different, bound up as it is in the realities of racism, colonialism, under-development, and so on. The solutions of many Feminists (for example those Radical Feminist who suggest separate women's society) are deemed inappropriate for those whose are struggling just
to survive. Women in the nationalist movement in South Africa, for example, have often said that it is necessary to attack racial and economic oppression for all blacks in their society before they can begin to deal with gender oppression. This seminar seeks to examine the validity of the position that Western Feminism has little to offer by examining the various schools of Feminist and seeing how they relate to the reality of African women. In our examination we will 1) take a brief look at feminist theories and ideas about women's history; 2) consider the roles, power, and status of women in pre-colonial societies; 3) consider how the colonial system warped and changed women's roles; and 4) examine the problems and realities of today's African women. In all of these topics we will be examining a broad range of historical, sociological, economic, anthropological, sexual and political questions in order to give us as full a context as possible while trying to establish what women's roles and positions are and have been in Africa societies and how that relates to the question of women's history and the feminist perspective. Life histories will also be used as much as possible as illustrations.

PREREQUISITES: PERMISSION OF INSTRUCTOR. There are no prerequisites although some knowledge of African History (especially the History B55 sequence) would be very helpful.

TEACHING METHODOLOGY: The class will be a seminar and students will examine each of the above, and other, topics in depth with different students producing short discussion papers for the class each week. In addition, there will be a term paper due at the end of the quarter on a topic of the student's choice. The class will be structured so that students can pursue their own specific interests within the framework of the topics to be discussed. As a seminar, there will be significant reading and this must be done before class if the class is to be successful.

EVALUATION: Students will be graded on their papers and their participation in class. There will be no exams.

POSSIBLE SELECT READINGS:
Abouzeid, Leila. Year of the Elephant
Charlton, Sue. Women in Third World Development
Hay, Margaret and Stichter, Sharon. African Women South of the Sahara
Ken De Bevoise  
History C89/7-21  
JUNIOR TUTORIAL: HIV/AIDS IN THE DEVELOPING WORLD  
Time: Thursdays, 3:30-5:30  
Office Address: Harris Hall 304  
Office Phone: 491-3406  
Maximum Enrollment: 8  

COURSE DESCRIPTION: In the past, this junior tutorial has been useful as a first step towards a senior thesis, but no such linkage is necessary. The course can be taken without further follow up. Substantively, we will try to learn how to contextualize disease (in this case, HIV/AIDS) within a country's particular historical experience. My premise is that patterns of disease in any population group can be likened to a fingerprint in that no two are alike. We will begin with a few general readings to get everyone oriented. In the meantime, each student will choose a particular country in the developing world and will then spend the rest of the quarter researching not only the HIV/AIDS situation there but also enough of its cultural, social, economic, and political history to be able to explain the particular disease pattern that has resulted. A research paper of 20-25 pages is due during finals week.  

PREREQUISITE: Permission of the instructor.  

LEARNING METHOD: Class discussions at which each student will be prepared to report on his or her research progress; research; writing. No lectures, id-term or final exam.  

EVALUATION: The grade on the research paper will be the
final grade although the instructor reserves the right to adjust that grade slightly according to the quality of each student's contribution to class discussion.

TENTATIVE READING LIST: Packet comprising all or part of:
Tony Barnett & Piers Blaikie, Aids in Africa
Ken De Bevoise, "STDs and HIV/AIDS in the Philippines"
RenŽ Dubos, Mirage of Health
Elizabeth Fee & Daniel M. Fox, AIDS
Panos Dossier, AIDS and the Third World

Henry Binford
History C89-7/22
JUNIOR TUTORIAL: DISCOVERING POVERTY IN THE AMERICAN CITY
Time: Wednesday 3:00-5:00
Office Address: Harris 102B
Office Phone: 491-7262
Maximum Enrollment: 8

COURSE DESCRIPTION: This tutorial will explore recurrent attempts to define, explain, and do something about poverty in the United States from the 18th century to the present. Topics include: changing (and unchanging) ideas about the connections between poverty and moral character, education, unemployment, gender, and ethnic/racial inheritance, the periodic emergence of poverty as a political issue, the concept of an "underworld" or "underclass," and the shifting rhetoric of sympathy and fear.

PREREQUISITES: Open to juniors with permission of the instructor. Applicants must submit a 1-2 page statement of interest to Professor Binford BY FEBRUARY 13. Preference will be given to students who have taken C22-1 or C22-2.

TEACHING METHOD: One discussion per week.

EVALUATION: One short and one long paper.

TENTATIVE READING LIST:
David Rothman, The Discovery of the Asylum
Christine Stansell, City of Women
Michael Katz, In the Shadow of the Poorhouse
Linda Gordon, Women, the State, and Welfare
Franz Fanon, The Wretched of the Earth
Michael Harrington, The Other America
Charles Murray, Losing Ground
William J. Wilson, The Truly Disadvantaged

Jim Campbell
JUNIOR TUTORIAL: C89/7-23
THE LIFE AND WORK OF W.E.B. DUBOIS
Time: Mondays, 3:00-5:30
Office Address: 301 Harris
Office Phone: 491-2877
Maximum Enrollment: 8

COURSE DESCRIPTION: This course provides an introduction to one of twentieth-century America's foremost intellectuals. Over the course of his ninety-five years, W.E.B. DuBois wrote over twenty books and well over a thousand reviews, essays and editorials. In this course we will read a representative sample of DuBois' work, from The Souls of Black Folk, the 1903 treatise that identified "the color line" as the problem of the Twentieth Century," to historical and sociological classics like The Philadelphia Negro and Black Reconstruction, to the final Autobiography, published after DuBois' death in Ghana in 1963. Individual research projects will enable students to examine selected aspects of DuBois' thought in greater depth.

TEACHING METHOD: Weekly seminars.

ADMISSION TO CLASS: Instructor's permission only.
Interested junior students should contact Professor Campbell as soon as possible. (Office: 491-2877, Home: 492-8323, jocs@merle.acns.nwu.edu.)

PREREQUISITES: None, though some background in American of African-American history would be helpful.

EVALUATION: To complete the course successfully, students are expected to keep up with weekly readings (one book per week), to participate actively in class discussions, and to complete two papers, a short review essay of 3-5 pages in length and a more substantial final paper of about 15 pages in length.
TENTATIVE READING LIST:

DuBois, W.E.B., The Souls of Black Folk
The Philadelphia Negro
Dusk of Dawn
Darkwater
Autobiography
Africa and the World
Black Reconstruction

Joan Perkin
History C89-7/24
JUNIOR TUTORIAL: WOMEN AND MARRIAGE IN VICTORIAN ENGLAND
Time: Thursdays, 2:30-4:30
Office Address: Harris 201A
Office Phone: 491-3406/866-6938
Maximum Enrollment: 8

COURSE DESCRIPTION: Victorian women had widely differing experiences of marriage, depending on their social class. Until late in the century no wife had the legal right to her own earnings. No wife had legal custody of her children as of right. No wife had as easy access to divorce as did her husband. No woman voted for her member of parliament. But in other respects the lives of married women were not all alike. Aristocratic ladies were the most liberated group of women in the world: they benefited from a system of private law (Equity) which gave them control over their own money and property, and this in turn gave them 'the glorious licence of a wife.' Working-class women, whether 'respectable' or 'rough', had no property and little dealing with the law, except the poor law and, occasionally, the criminal law. Their relations with their husbands depended on their personalities, local community opinion, and sometimes brute force. It was middle-class women, trapped in the 'gilded cage of bourgeois marriage', who suffered most from the harsh Common Law on property and earnings and who did most to change the laws that made women subordinate to men.

This Junior Tutorial will offer the opportunity to improve skills in research and writing, using case studies of particular women's experiences in all three social classes.
PREREQUISITES: JUNIORS ONLY.

METHOD OF STUDY: One two-hour seminar a week.

EVALUATION: Participation in discussion, small research projects and an extended essay at the end of the course.

READING:
plus particular women's biographies for research and essay purposes - on Reserve in Library.

Nancy MacLean
History C91-20
WOMEN IN AMERICAN SOCIETY SINCE 1900
Time: Lectures: Mondays & Wednesdays, 11:00-12:00
Discussions: Fridays, 10:00 & 11:00
Office Address: 201-C Harris Hall
Office Phone: 491-3154
Maximum Enrollment: 45

COURSE DESCRIPTION: This course surveys the history of women and gender in the U.S. from late nineteenth century to the present. Lectures, readings, and discussions will examine women's changing experiences of work, family life, sexuality, and politics, with attention to differences among women deriving from class, race, and ethnicity. Topics include the rise of the "New Woman" at the turn of the century, the campaign for birth control, female activism in the labor movement and social reform, the impact of the Great Depression and World War II, the emergence of the "feminine mystique" in the postwar years, and women's involvement in the civil rights and student movements of the 1960s. Considerable attention will be devoted to the feminism and antifeminism of the last two decades.

PREREQUISITES: None, but previous courses in American History or Women's Studies recommended. P/N registration not permitted. ATTENDANCE AT FIRST CLASS MEETING MANDATORY.
REGISTRATION FOR DISCUSSION MANDATORY.
TEACHING METHOD: Two lectures and one discussion section each week, with occasional evening films (alternative arrangements will be possible for those with scheduling conflicts).

EVALUATION: Grades will be based upon one 3-4 page paper (15%), one 5-6 page paper (25%), one 8-9 page paper (40%), and class participation (20%).

TENTATIVE READING LIST:
DuBois & Ruiz, Unequal Sisters: A Multicultural Reader in U.S. Women's History
L Gordon, Pitied But Not Entitled: Single Mothers and the History of Welfare
Brett Harvey, The Fifties: A Women's Oral History
Alice Echols, Daring to Be Bad: A History of Radical Feminism in America
AND a required course reader available at Quartet Copies

Ken De Bevoise
History C91-30
AMERICAN INTERVENTION IN VIETNAM, 1945-75
Time: MWF 9:00-9:50
Office Address: Harris Hall 304
Office Phone: 491-3406
Maximum Enrollment: 40

COURSE DESCRIPTION: Each student will study the American intervention in Indochina in sufficient depth so as to be able to evaluate it intelligently. To do so, the class must master a unusually large body of information, beginning with the American-backed French attempt to reassert sovereignty over its former colonies after World War II. The bulk of the course material, however, deals with the direct American involvement in Indochina between 1954 and 1975. The reading load is extraordinarily heavy, averaging around 400 pages a week, none of which is optional and all of which is tested in quizzes at each class meeting. The course is not recommended for last-quarter seniors.

PREREQUISITES: NO WAITING LIST OR ADD-INS: (class list is final after registration during winter quarter); P/N option
MANDATORY ATTENDANCE AT FIRST CLASS MEETING.

IMPORTANT NOTE - FURTHER PREREQUISITE: Students must read Johnny Got His Gun over Spring Break and be prepared to discuss it at the first class meeting. It will be available for purchase before break at Great Expectations Bookstore. Any good bookstore should have it, and public libraries will too. You may be initially confused since the war in the book is World War I instead of Vietnam, but don't be - its relevance to Vietnam (or any war for that matter) will soon be apparent.

TEACHING METHOD: Readings with quiz and discussion Mondays and Wednesdays, videos Fridays. Occasional evening films. Attendance expected at everything. No lectures, mid-term, final or term paper.

EVALUATION: Average of daily quiz grades adjusted by my judgment as to quality of participation in class discussion. Note, however, that neither an A or A- grade is available to students not taking a regular and active part in the discussions, no matter how high their quiz grades are.

TENTATIVE READING LIST:
Bao Ninh, The Sorrow of War
Gloria Emerson, Winners and Losers
James William Gibson, The Perfect War
David Halberstam, The Best and the Brightest
Le Ly Hayslip, When Heaven and Earth Changed Places
George McT. Kahin, Intervention (excerpt)
Tim O'Brien, The Things They Carried
Jeffrey Race, War Comes to Long An
Neil Sheehan, John Paul Vann and America in Vietnam
Dalton Trumbo, Johnny Got His Gun

Nakao Shibusawa
History C91-40
AMERICANS ALSO: A HISTORY OF ASIAN AMERICANS SINCE 1850
Time: Tuesdays & Thursdays, 3:00-5:00
Office Address: 619 Emerson
Office Phone: 491-7524
Maximum Enrollment: 30
COURSE DESCRIPTION: This course will survey the history of six groups of Americans who generally came East to America. Thus geographically, as well as chronologically and thematically, this course will part with traditional U.S. history surveys which usually begin with the Pilgrims and the founding of Plymouth. Chinese, Japanese, Filipino, Korean, Asian Indian, and Vietnamese immigrants came to this country for different reasons and from widely varying cultural backgrounds, but they and their descendants have become members of Asian America. To what degree is an Asian American identity a reactive or a pro-active construct? By examining this and other questions, students will be challenged to think of race in America in other than the usual black-white paradigm. Topics covered will include: immigration, bachelor societies, picture brides, fears of the "yellow peril" --past and more recent--, growing up in Chinatown, the Japanese American internment, intergenerational conflict, the post-1965 wave of immigration, dilemmas of assimilation & ethnic identity, and the model minority myth.

PREREQUISITES: None.

EVALUATION: Participation in discussion, two midterms and a final exam.

TENTATIVE READING LIST:
Carlos Bulason, America is in the Heart
Gus Lee, China Boy
Yoshiko Uchida, Desert Exile
John Okada, No-No Boy
Mary Paik Lee, Quiet Odyssey
Le Ly Hayslip, When Heaven and Earth Changed Places
Bharati Mukherjee, The Middleman and Other Stories
Frank Chin, Donald Duk
and a reader of photocopied articles and primary sources

Jacob Lassner
History C92-20
THE SIX DAY WAR (1967): ITS INFLUENCE ON ARAB-ISRAEL RELATIONS
Time: Thursdays, 2:30-4:30
COURSE DESCRIPTION: The Six Day War, or June War, as it is known among the Arabs, might be regarded as a major watershed in Arab-Israel Relations. The decisive Israeli military victory caused major changes in Arab Society: The growth of the PLO; the strengthening of Muslim revivalism, and relative to that a deep self questioning of traditional values. In Israel, it created an end to feelings of total isolation; a relaxed sense of the future owing to newly acquired strategic depth; the opportunity to settle the traditional heartland of biblical Israel; and a troublesome and tragic occupation of Arab territory. These developments gave rise eventually to the Yom Kippur War (1973), or Operation Badr, which in turn set loose forces leading to the peace process currently under way. This seminar will trace the options available to the principal players and how and why they chose as they did.

TEACHING METHOD: Lectures and discussion.

EVALUATION: Take home exams and final paper.

READING LIST:
C Smith, The Arab Israel Conflict
W. Laquer, The Arab Israel Reader
Coursepack of readings from secondary and primary sources in translation.

Henry Binford
History C92-21
DISCOVERING POVERTY IN THE AMERICAN CITY
Time: Monday 3:00-5:00
Office Address: Harris 102B
Office Phone: 491-7262
Maximum Enrollment: 15

COURSE DESCRIPTION: This course will explore recurrent attempts to define, explain, and do something about poverty in the United States from the 18th century to the present. Topics include: changing (and unchanging) ideas about the connections between poverty and moral character, education,
unemployment, gender, and ethnic/racial inheritance, the periodic emergence of poverty as a political issue, the concept of an "underworld" or "underclass," and the shifting rhetoric of sympathy and fear.

We will begin with selections from Jacob Riis, How the Other Half Lives (1890). After that initial discussion, however, the tutorial will move back to the early 19th century, to examine the ideological, political, and economic bases of later discussions about poverty.

The emphasis of this course will be on reading and discussion. Hence the reading assignments will be somewhat heavier than the norm, every student will be expected to complete all of the reading before class each week, and everyone will be included in discussion. There will be no exams. Each student will write one short paper (4-5 pp.) on a part of the reading, and one longer paper (10-12 pp.) on a topic of individual interest decided in consultation with the instructor.

The schedule below is called "initial" because this course is, frankly, an experiment. Depending on the tastes of the group, we may add to, subtract from, or modify the reading list as we go along.

The following books have been ordered through Great Expectations book store:

TENTATIVE READING LIST:
Riis, How the Other Half Lives
David Rothman, The Discovery of the Asylum
Christine Stansell, City of Women
Michael Harrington, The Other America
Charles Murray, Losing Ground
Jane Addams, Twenty Years at Hull House

John Rowe
History C92-22
THE CIA IN THE THIRD WORLD, 1947-1994
Time: Wednesdays, 3:00-5:00
COURSE DESCRIPTION: The Central Intelligence Agency was formed in 1947 primarily to wage war against Stalin's expansionist USSR. Modelled on the wartime O.S.S. which engaged in sabotage behind enemy lines, the CIA has practiced "covert action" since its inception. But the definition of who is the enemy has blurred, as many third world countries have found to their cost.

This seminar will use the memoirs of former CIA agents (both critical of and supportive of the agency), congressional investigative reports, and views of CIA history from outside the United States to address such issues as: Has the CIA ever been "out of control" or has it loyally followed presidential directives? Did the CIA engage in assassination and drug running or has it been the victim of a sensationalist press? In the real world of Castros and Saddams, must the CIA be handicapped by questions of morality?

METHOD OF EVALUATION: Evaluation will be made on the basis of three short five page case study papers and one longer 15 page research paper on a specific issue. Active and informed discussion is essential. P/N is not permitted. Meetings will normally be held at a seminar room in the University Library from 3:00-5:00 p.m. The viewing of video documentaries will take place at the media center in the University Library on scheduled dates. One textbook has been ordered for the course:

Jeffreys-Jones, The CIA and American Democracy

Other books for the tutorial are available in the University Library (usually under 326. 1205) or from Professor Rowe.

Articles about the CIA can be found in a number of journals, including Foreign Affairs, Foreign Policy, Congressional Digest, Facts on File. See also Covert Action Update (L327.1205 I61.); the Intelligence Newsletter, and Convergence (a publication by the anti-CIA Christic Institute, which concentrates on Latin America. Other
sources include: "the Church Report"—(Final Report of the Select Committee to Study Governmental Operations with Respect to Intelligence Activities, Senate Report, 94th Congress, 2 sess. no.94-755 (1976); "Iran-Contra Affair" Report of Cong. Committee 100th Cong., 1 sess. (Nov. 17, 1987; the Tower Commission Report (New York; Bantam, 1987. See also the four-part video documentary by National Educational Television: "Secret Intelligence" (NUL 327.12097 s446 vhs)

TIMETABLE

29 March Introduction to topics. Form cells Ajax, Bigot, Covert, Deep Cover

5 April Origins of CIA: mission and accountability. A & B papers (JJ ch.1-4)

12 April Early Coups: Guatemala and Iran. C & D papers (JJ ch.5-6)

19 April Cuban Invasion. (Wyden, Bay of Pigs) A & B papers (JJ ch.7)

26 April Angola. (Stockwell, In Search of Enemies) C & D papers (JJ ch.8-10)

3 May CIA under fire, (Treverton, Covert Action) A & B papers (JJ ch.11-12)

10 May Nicaragua & the Iran-Contra Affair C & D papers (JJ ch.13) progress reports on research papers May 17 & 24; papers due 31 May

Melissa Macauley  
History C92-23  
WOMEN IN EARLY MODERN CHINA  
Time: Wednesday, 12:00-2:00  
Office Address: Harris 207B  
Office Phone: 491-3418  
Maximum Enrollment: 15

COURSE DESCRIPTION: This discussion seminar will consider the diverse experiences of Chinese women from the Tang-Song transition (8th to 12th centuries) to the twentieth century. The bulk of the readings will focus on the nineteenth and twentieth centuries. We will explore the topic from three different angles: the diminishing status of women in the context of renewed Confucian state orthodoxy after the Song (metaphor: the bound foot); the development of a male literary tradition sympathetic to women's oppression
(metaphor: the self-destructive wild woman in search of a manly savior); and the long tradition of the redemptive female deity in popular religious Daoism (metaphor: the Queen Mother of the West). Our readings will also explore sexuality and reproduction; women's roles in traditional household labor and how those roles (and their lives) changed under conditions of industrialization; and issues of lineage and class.

PREREQUISITES: PERMISSION OF INSTRUCTOR. ATTENDANCE AT FIRST CLASS MANDATORY. JUNIORS AND SENIORS ONLY. Previous enrollment in History B81, C81-1, or C81-2. Flexibility possible; see professor's door.

TEACHING METHOD: Discussion.

EVALUATION: Discussion and papers.

TENTATIVE READING LIST:
Patricia Ebrey, The Inner Quarters
Ning Lao t'ai-t'ai, A Daughter of Han: Autobiography of a Chinese Working Woman
Emily Honig: Sisters and Strangers: Women in the Shanghai Cotton Mills, 1919-1949
Suzanne Cahill, Transcendence and Divine Passion: The Queen Mother of the West
Christina Gilmartin, et al., eds., Engendering China: Women, Culture, and the State
Charlotte Furth, "Concepts of Pregnancy, Childbirth, and Infancy in Ch'ing-Dynasty China," Journal of Asian Studies
Feng Menglong, "Du Shiniang Sinks the Jewel Box in Anger," in Traditional Chinese Stories
Susan Mann, "Grooming a Daughter for Marriage," in Marriage and Inequality in Chinese Society.
Ann Waltner, "Visionary and Bureaucrat," in Late Imperial China

Laura Hein
History C92-24
JAPANESE BUSINESS IN THE TWENTIETH CENTURY
COURSE DESCRIPTION: This course will examine industrial relations, government-business relations, and work life in the very different contexts of prewar, World War II-era, and postwar Japan.

PREREQUISITES: None. Attendance at the first class is mandatory.

TEACHING METHOD: Discussion.

EVALUATION: Class participation, short paper(s), library research project.

TENTATIVE READING LIST:
Andrew Gordon, The Evolution of Labor Relations in Japan
Patricia Tsunami, Factory Girls
Howard Schonberger, Aftermath of War
Thomas Rohlen, For Harmony and Strength
Anne Allison, Nightwork

Adam Schwartz
History C92-25
DEATH AND VIOLENCE IN THE 20TH CENTURY
Time: Monday 2:30-4:30
Office Address: 619 Emerson
Office Phone: 491-7524
Maximum Enrollment: 15

COURSE DESCRIPTION: Without question the twentieth century has been the most violent in human history. More people have died or lived under the constant threat of death than ever before, leading novelist Walker Percy to claim that our age suffers from a "thanatos syndrome." How have we, the children of this century of horror, been affected by this relentless agony? This course will explore the cultural effects of certain especially egregious episodes or trends, how they have been remembered (or forgotten) and how they have shaped our consciousness and expectations of human
nature, society, and politics.

PREREQUISITES: None.

TEACHING METHOD: Seminar Discussion and papers.

EVALUATION: Participation in discussion (35%), weekly essays (30%), and final papers (35%).

TENTATIVE READING LIST:
Paul Fussel, The Great War and Modern Memory
Paul Fussel, Wartime
John Dower, War Without Mercy
Judith Miller, One by One by One: Facing the Holocaust
George Orwell, 1984
Vaclav Havel, "A Dream for Czechoslovakia."
Richard Rhodes, The Making of the Atomic Bomb
Susan Sontag, AIDS and Its Metaphors
Al Gore, Earth in the Balance: Ecology and the Human Spirit
Barbara Ward, Spaceship Earth

Ayval Ramati
History C92-26
INDIVIDUALISM AND COMMUNITY IN THE SCIENTIFIC REVOLUTION
Time: Tuesdays, 11:00-1:00
Office Address: 318 Harris Hall
Office Phone: 491-3460
Maximum Enrollment: 15

COURSE DESCRIPTION: Modern Science seems extremely impersonal, yet it was started in that direction by highly individualistic people, in the scientific revolution of the 17th century. Indeed, these men refashioned traditional notions of individuality and community to make way for their new kind of knowledge. This course will explore the struggle of thinkers who no longer fit traditional society to reshape cultural patterns, to legitimate new intellectual niches for themselves. We will pay special attention to such founding figures as Kepler, Galileo, Bacon, Hobbes, Descartes, Boyle, Newton and Leibniz.

PREREQUISITES: None. No Background in science needed. The
course counts for credit in European History.

TEACHING METHOD: Discussion.

EVALUATION: 2 short essays, participation in class discussion, and a research paper on an intellectual figure offering your own perspective on the emergence of his/her self-identity.

TENTATIVE READING LIST:
Stephen Toulmin, Cosmopolis: The Hidden Agenda of Modernity
Max Caspar, Kepler
Francis Bacon, New Atlantis
Galileo, "Letter to the Grand Duchess Christina"
Mario Biagioli, "Galileo the Emblem Maker"
René Descartes, Discourse on Method and the Meditations
Shapin and Schaffer, Leviathan and the Air Pump: Hobbes, Boyle, and the Experimental Life
Frank Manuel, A Portrait of Newton
G. W. Leibniz, Monadology: An Edition for Students

Other short readings from: Kepler, Galileo, Boyle, Locke, and Newton.

David Joravsky
History C92-27/D92-21
FICTION IN HISTORICAL PERSPECTIVE
Time: Tuesdays, 3:00-5:00
Office Address: Harris Hall 303
Office Phone: 491-7418
Maximum Enrollment: 15

COURSE DESCRIPTION: This seminar will examine the crime novel (subspecies: courtroom drama) in popular and high culture, mid-19th to mid-20th century, with special attention to the contrast between law and justice. The contrast appears in all of them, but it dissolves at the end of ephemeral stories, through the discovery and punishment of the criminal. In the enduring stories the contrast between law and justice is pressed to extremes, where philosophical issues and ideological conflicts appear. Our goal will be to discover thementalities that
found expression in the fictions, to connect them with the context of the author's time and of ours, to see if such an historical perspective can explain why some stories endure while most fall into oblivion. This is an experimental venture into very controversial issues of interpretation. We should develop the art of lively but friendly debate among students specializing in history or literature or philosophy.

PREREQUISITES: PERMISSION OF INSTRUCTOR ONLY. Open to SELECTED Juniors, Seniors and Graduate Students.

TEACHING METHOD: Discussion of assigned readings.

EVALUATION: Students will bring to each discussion a two-page analysis of the contrast between law and justice in the reading for the week. The best six of those analyses will be averaged to form one-third of the final grade. Two-thirds will depend on an essay of about ten pages, comparing three or more of the readings, with special attention to similarities and differences between 19th-and 20th-century works. Students who wish to supplement their own interpretations with study of recent scholarship, or of readers' reactions in the authors' times, will be appreciated. (There will be a list of optional readings in scholarly studies.) But the focus of discussion will be on the fictive works in question. We will be developing our own imaginations as literary and historical scholars, rather than learning how to echo other scholars.

READINGS:
19th century:
Wilkie Collins, The Law and the Lady, selected passages
George Sand, Mauprat, selected passages
Victor Hugo, Les Misérables, selected passages
F.M. Dostoevsky, The Brothers Karamazov, selected passages

20th century:
Erle Stanley Gardner, a Perry Mason story
James Cain, The Postman Always Rings Twice
Camus, The Stranger
Kafka, The Trial
Robert Musil, The Man Without Qualities, chapters on the sensational case of Moosbrugger, a "slasher"
COURSE DESCRIPTION: This seminar aims at the development of critical, sophisticated perceptions and analysis of media reports of international affairs. The first half of the course in particular will be devoted to this aim. The course also involves a research paper on the ways in which the media in different countries have treated the same topic.

PREREQUISITES: Attendance at first class is mandatory. ENTRY INTO THE COURSE REQUIRES PERMISSION OF THE INSTRUCTOR. No P/N option for this section. Juniors, Seniors & Graduate students only. A reading knowledge of some language other than English is desirable but not essential. Preferential entry for History and International Studies majors.

TEACHING METHOD: Class discussion, independent research.

EVALUATION: Same

TENTATIVE READING LIST:

Edward S. Herman and Noam Chomsky, Manufacturing Consent
Daniel C. Hallin, The "Uncensored War": The Media and Vietnam
COURSE DESCRIPTION: In this seminar, each student will be expected to produce a 20-25 page paper by the end of the quarter based on field research. Our focus will be on the problem of violent criminal offenders in America. We will begin with a few general readings that will orient us within the historical (and present) context of violent crime in this country. In the meantime, students will choose an issue for study and will spend the quarter learning about it before writing the paper. Students may work in groups of two or more, but everyone will submit an individual paper. Although library research is encouraged, field research is mandatory. That will involve arranging and conducting interviews with appropriate subjects--police personnel, lawyers, reporters, corrections officers, wardens, school principals, prostitutes, gang bangers, serial killers or anyone else who could be useful.

PREREQUISITES: Permission of the instructor.

IMPORTANT NOTE: This course wants only students who have the personality traits (whatever they are) it takes to get out and do this kind of active and aggressive field research. Perhaps some journalism majors would do well. LEARNING METHOD: The grade on the research paper will be the final grade, although the instructor reserves the right to adjust it up or down according to the quality of each student's contribution to class discussion.

TENTATIVE READING LIST:
Alice Vachss, Sex Crimes.

Joan Perkin
History C94-0
WOMEN AND WORK IN TWENTIETH-CENTURY BRITAIN AND THE UNITED STATES
Time: Tuesdays, 2:30-4:30
Office Address: Harris 201A
COURSE DESCRIPTION: The major driving force of the women's movement has been the belief that women should have economic and emotional independence. How best to achieve this has been a matter for struggle and debate throughout the twentieth century in both Britain and America.

Women's work, both in and out of the home, has changed greatly during the past century but is still in need of wholesale social re-evaluation. Equal pay, and more flexible forms of organization both in the workplace and in terms of domestic arrangements, are urgent priorities for all women, especially those who want to have children without sacrificing the dignity and security derived from paid work outside the home. How much have women's lives changed during the last century? Why, despite Equal Pay Acts and Sex Discrimination Acts, is women's employment largely concentrated in a small number of industries and confined to a range of jobs described as 'women's work'. How much have the experiences of British and American women differed? How can we deal with the current backlash against women's emancipation?

PREREQUISITES: SENIORS ONLY. Linkage courses, meant to prepare graduates for the outside world, are given by people with experience of life outside academe. Joan Perkin has worked in the (British) Civil Service and in industrial relations, has been a magistrate, and also engaged in a wide variety of voluntary activities from pre-school playgroups to party politics, and is now a full-time author in women's history, also teaching in the Women's Studies Program. She is a member of the Fawcett Society, originally the suffragist wing of the Suffrage Movement, now fighting for complete equality for women.

TEACHING METHOD: One two-hour seminar per week.

EVALUATION: Participation in discussion, two essays, and a final exam.

READING LIST: Required to purchase:
COURSE DESCRIPTION: This course is an introduction to Latin America and the Caribbean in relation to the regions shared history of labor systems such as, encomienda, slavery, contract labor, political history of colonialism, the fight for independence and imperialism. The course will focus on the Caribbean and Central America, and how the countries of these regions are linked by labor migration, the role of social and political movements, and how those movements have been shaped by national and international processes.

PREREQUISITES: None.

TEACHING METHOD: Seminar.

EVALUATION: Two written papers, class participation, and oral presentation of final paper.

TENTATIVE READING LIST:

Required Texts:

Rigoberta Menchu, I Rigoberta Menchu
Trevor Purcell, Banana Fallout
Maurice Leoyne, Bitter Sugar
Kal Wagenheim, The Puerto Ricans
Tom Barry, The Other Side of Paradise

Recommended Texts:
Michel-Rolph Trouillot, Haiti State Against Nation
Bernard DiEdrich, The Death of the Dictator

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
George Bond
Religion B20
INTRODUCTION TO HINDUISM
Office: 1940 Sheridan Road
Phone: 491-5488
Time: T TH 12:00-1:30, Swift 107
Expected enrollment: 120

DESCRIPTION: This course will explore the unity and diversity of the religion of India. We shall approach the topic by studying the history, the sacred literature and the philosophy of Hinduism. Proceeding somewhat historically, the course will focus on three main aspects of Hinduism: 1) the sacrifices and the gods of the ancient Vedas, 2) the philosophical and meditation tradition of the Upanishads, and 3) the devotional worship of gods and saints developed in the Bhagavad Gita and the Epics. Although each of these three aspects represents a different religious practice, Hinduism has perceived them all to have the same goal. Part of our task in this course will be to understand the diverse means and the singular goal of Hinduism.

REQUIREMENTS: The student's grade for the course will be based on two exams, a mid-term exam and a final exam. Participation in discussion sections will also be important. In addition, students may elect to write an optional term paper which will count as an additional factor in the grade.

READINGS:
R. C. Zaehner, Hinduism.
E. Deutsch, Advaita Vedanta: A Philosophical Reconstruction.
C.V. Narasimhan (trans.) The Mahabharata.
D.R. Kinsley, The Sword and the Flute.
Plus
Readings Packet
Ananda Guruge  
Religion B22  
INTRODUCTION TO BUDDHISM  
Office:  1940 Sheridan Road  
Phone:  491-5488  
Time:  M F 3:30-5:00  
Expected enrollment:  70

DESCRIPTION: This introductory course will deal with the life and teachings of the Buddha with special reference to the religious and social mission of the Buddha and his disciples. Major tenets of Buddhism will be discussed, (1) to highlight the original contribution to philosophical and religious thought, (2) to underscore the unity in diversity of the different schools, sects to traditions of Buddhism, and (3) to understand the growing interest that buddhism appears to evoke in modern times. The course will further examine such aspects of the Buddhist culture as meditational training, art and architecture, literature and monastic and lay education.

TEACHING METHOD: Lectures and discussions.

REQUIRED BOOKS: TBA

Manfred Vogel  
Religion B24-0  
INTRODUCTION TO JUDAISM  
Time:  TTH 1-2:30  
Office Address: 1940 Sheridan Road  
Office Phone:  491-5488  
Expected Enrollment: 100

COURSE DESCRIPTION: The object of this course is twofold: 1) to acquaint the student with the major tenets of faith in Rabbinic Judaism (for example, such tenets as those of monotheism, creation out of nothing, revelation, and the coming of the Messiah and 2) to acquaint the student with the main institutions, rituals, and practices which characterize Rabbinic Judaism (as, for example, prayer, dietary laws, the holidays, and the synagogue).
TEACHING METHOD: Lectures and discussion groups.

EVALUATION: Midterm and final exam.

TEXTS: (Available at SBX)
Louis Jacobs, Jewish Theology.
H.H. Donin, To Be a Jew.

Cristina Traina
Religion B-26
INTRODUCTION TO CHRISTIANITY
Time: M W F 1:00 p.m.
1 mandatory discussion section, W, 2:00 p.m. or Th, 1 or 2 p.m.
Office Address: 1940 Sheridan Road
Phone: 491-2938/5488
Expected Enrollment: 70

COURSE DESCRIPTION: We will explore the history of Christian theology, institutions, and practice, with an eye to tracing the roots of contemporary western expressions of Christianity.

TEACHING METHOD: Three lectures per week, and one mandatory discussion section.

EVALUATION: One midterm, a final examination, a report on a visit to a Christian service of worship, and discussion section participation.

READINGS: (Books available at Norris)
Sandra S. Frankiel, Christianity
T.S. Eliot, Murder in the Cathedral
Selected orders of worship and hymns
Excerpts from Christian scripture and other texts

PREREQUISITES: none

Manfred H. Vogel
Religion C06-0
JUDAISM IN THE MODERN WORLD
Time: TTH 2:30-4:00
Office Address: 1940 Sheridan Road
Office Phone: 491-5488
Expected Enrollment: 20

COURSE DESCRIPTION: The course will deal with the emancipation of Jewry in the modern world and the profound impact it has had on the life of Jewry and the self-understanding of Judaism. In particular it will examine and analyze the various religious and cultural changes that arose in consequence of and in response to the emancipation, e.g., the rise of Classical Reform, the conservative and Reconstructionist movements, neo-Orthodoxy and the Science of Judaism.

NO PREREQUISITES. P/N registration is permitted.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Midterm and final exams.

TEXTS: (Available at SBX)
David Rudavsky, Modern Jewish Religious Movements.
Howard Sachar, The Course of Modern Jewish History.

Benjamin Sommer
Religion 429  C10
MAIN THEMES IN HEBREW SCRIPTURES: PROPHECY IN ANCIENT ISRAEL
Time: T TH 9-10:30
Office: 1940 Sheridan Road
Phone: 491-5488
Expected enrollment: 20

COURSE DESCRIPTION: An examination of the writings of ancient Israelite prophets through which we will attempt to construct a history of the prophetic movement and to answer the question, "what is a prophet?" Topics include: parallels with ancient Near Eastern prophecy, the role of prophecy in early Judaism and Christianity, major themes of prophetic thought, different types of prophecy.

TEACHING METHOD: Primarily discussion.
EVALUATION: Two papers.

Prerequisite: one previous course in Hebrew Bible or permission of the instructor.

READINGS: Textbooks (tentative list):

W. Richard Stegner
Religion  C11-0
MAIN THEMES IN THE NEW TESTAMENT
Time:  TTh 10:30-12:00
Office Address:  1940 Sheridan Road
Office Phone:  491-5488
Expected Enrollment: 25

COURSE DESCRIPTION: Most of the themes in New Testament thought focus on the person and work of Jesus. Accordingly, this course will move outward from the center, beginning with the ministry of Jesus, his proclamation of the Kingdom of God, and the titles assigned to him. Then, the themes of his death, resurrection, coming again and incarnation will be traced through early Jewish Christianity, Paul, and later books of the New Testament. In sum, the course studies the christological theology of the New Testament.

PREREQUISITES: B11 New Testament Origins or permission of the Department. P/N option is allowed.

PROCEDURES: The two lectures each week will focus on the exegesis of key passages. The lecturer encourages discussion of the text books and points raised in the lectures.

BASIS OF EVALUATION: Mid-term and final examinations, term paper (exegetical), attendance and contributions to class discussions.
REQUIRED READINGS:

REQUIRED BOOKS:
The Bible.

Leslie McTighe
Religion 0429 - C48
ZEN BUDDHISM
Time: M 7-10:00 pm
Office Address: 1940 Sheridan Road
Office Phone: 491-5488
Expected Enrollment: 25

DESCRIPTION: The material in this course will focus upon a synthetic presentation of scholarly perspectives concerning an historical view of the philosophical (doctrinal) and cultic phenomena relating to Zen (Ch'an, Dhyana) Buddhism within cultural contexts in India, China, and Japan. Special attention will be given to an inquiry into the relationship between Zen as a religious phenomenon and Medieval and Modern Japanese Cultural Forms.

TEACHING METHOD: Lecture and Discussions.


TEXTBOOKS:

T. P. Kasulis, Zen Action, Zen Person

Richard Kieckhefer
COURSE DESCRIPTION: We will examine how sainthood is viewed in various world religions, and how the conduct of the saint both is and is not seen as a model for imitation. Questions that will arise in discussion of each tradition include: What aspects of the saints' behavior are beyond imitation? How and why are these features nonetheless valued? What is the relationship between the saints and the broader community of believers, both during the saints' lives and after their deaths? How is folklore blended with elite forms of narration in the lives of the saints? What significance is ascribed to asceticism, to contemplation, and to active service?

TEACHING METHOD: Discussion.

EVALUATION: Grades will be based on class participation and on papers. Students will have the option of writing a series of three 5-page papers or a single 15-page paper. Suggested topics will be provided.

READINGS:


Farid al-Din Attar, Muslims Saints and Mystics (Harmondsworth: Penguin, 19900.


STUDIES IN BUDDHISM:  BUDDHIST LITERATURE
Office:  1940 Sheridan Road
Phone:  491-5488
Time:  F 9-11 am
Expected enrollment:  12

DESCRIPTION:  The Seminar will explore the development of the Buddhist Literature in Pali and Sanskrit. An historical analysis of the evolution of the Buddhist Canon in both Pali and Sanskrit will be followed by a study of salient literary features of the Canonical and Commentarial literature, with special reference to devotional and philosophical poetry, prose narratives and anecdotes and instructional texts. Besides major works of buddhist Sanskrit literature including the earliest ornate poems of Asvaghosa, the Sri Lankan chronicles and historical works in Pali will be discussed. The seminar is intended to highlight the volume as well as the diversity of the Buddhist contribution to ancient literature and will touch on the impact these literary works have had on the growth of a vast Buddhist literature in Asia in national languages.

No knowledge of Pali or Sanskrit is required. Discussion and appreciation of literary merits will be attempted with the help of English translations.

TEACHING METHOD:  Lectures and discussions.

READINGS:  TBA

John Hunwick
Religion 0429   C57
TOPICS IN ISLAM:  MODERN ISLAMIC THOUGHT
Office Address: 106 Harris Hall and 1940 Sheridan Rd.
Phone:  491-7412
Time:  T TH 2:30 - 4:00
Expected enrollment:  20
DESCRIPTION: In the twentieth century the Muslim world has been undergoing something of a revolution, politically, socially and intellectually. The impact of European colonialism, directly or indirectly brought about huge changes in economic and political structures. It also brought Muslims in close, even sharp, contact with alien ideas and institutions, and at times with hostile criticism of their faith. In the second half of the twentieth century, as Muslims have shaken off direct imperial control of their lands, there has come about an increasingly powerful Muslim reassertion of the centrality of their faith in their lives coupled with an intense questioning about what it means to be Muslim in the emerging technology dominated "global village". Important debates have taken place about issues such as the Islamic state, the role of Islamic law (shari'a) in the state, Islamic economics, the role of women in public and family life, secularism, human rights, democracy and the right to dissent. The course will explore such issues as these through lectures and discussion, and students will have the opportunity to suggest other areas for the class to investigate.

PREREQUISITES: Religion B28 or Instructor's permission.

TEACHING METHOD: Lectures and discussions.

EVALUATION: Students will write a 5-page paper which will be presented and discussed in class. This will form the basis of a term paper of about 20 pages.

READINGS:
  John Esposito, Voices of Resurgent Islam, Oxford University Press, 1983
  John Donahue and John Esposito, Islam in Transition, Oxford University Press
  Course reading package.

Cristina Traina
Religion C61-2
Foundations of Modern Christian Thought
Time: M W F 10-10:50 p.m.
Office Address: 1940 Sheridan Road
Phone:  491-2938/5488
Expected Enrollment:  30

COURSE DESCRIPTION: The course covers pivotal issues in western Christian thought from the Enlightenment to the present. We will consider the pressures brought to bear on Christian thought by culture and philosophy; the question of whether and how nature and experience are appropriate sources for Christian descriptions of God; the interpretation of scripture; the issue of change and development in Christian beliefs; the meaning of the Christian encounter with other religions; and other issues.

TEACHING METHOD: Discussion and student presentation; minimal lecturing.

EVALUATION: One or two class presentations, a final paper, and participation in discussion.

READINGS:
Immanuel Kant, selections from Religion Within the Limits ofReason Alone

Friedrich Schleiermacher, The Christmas Eve Dialogues and selections from On Religion and The Christian Faith

Soren Kierkegaard, Training in Christianity and Fear and Trembling

Karl Barth, The Humanity of God and selections from Church Dogmatics

Karl Rahner, Foundations of Christian Faith and selections from Theological Investigations

Rosemary Radford Ruether, selections from Religion and Sexism and Sexism and God-talk

PREREQUISITES: none; some familiarity with Christianity, religious thought, or philosophy is advisable. Students who took C61-1 in winter quarter may write a single paper to fulfill the requirements of both courses. No P/N.
Course Details:

**Benjamin Sommer**

Religion 429 C90 Sec. 20

**COMPARATIVE STUDY OF RELIGION: RELIGION AND MYTHOLOGY OF THE ANCIENT NEAR EAST**

Time: T TH 12:30-2:00

Office Address: 1940 Sheridan Road

Phone: 491-5488

Expected enrollment: 20

**COURSE DESCRIPTION:** An introduction to the myths, religious ideologies, and cultic practices of Sumer, Babylonia, Assyria, and Canaan (including Phoenicia and Ugarit). Texts covered include the Epic of Gilgamesh, the Babylonian creation and flood stories, and the Baal Epic, as well as selected prayers, incantations, and magical texts. Topics include the relation between these culture and ancient Greece and Israel; the role of women; literary study of the myths; the place of the study of ancient Near Eastern religion in the field of comparative religion.

**EVALUATION:** Short paper; final.

**TEACHING METHOD:** Discussion and Lecture.

**READINGS:** Textbooks (tentative list):

M. Cogan, *Stories from Ancient Canaan.*


Course pack.

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**George Bond**

Religion C90, Section 21

**COMPARATIVE STUDY OF RELIGIONS: RELIGION IN GLOBAL PERSPECTIVE**

Office: 1940 Sheridan Road

Phone: 491-5488

Time: MW 5:30-7:30

Expected enrollment: 25
DESCRIPTION: The religious landscape of America has changed radically in the past century or even in the past three decades. One can now find Islamic mosques, Hindu temples and Buddhist centers of meditation in virtually every major American city and in many smaller towns as well. This course examines the nature of this pluralism and discusses the beliefs and practices of the major world religions now present in Chicago and across the country. We shall ask what implications these new religious groups have for the West and will examine the stances that Western religions have taken toward other religions.

In order to be able to understand the meaning of religious pluralism and its implications the course will focus on the beliefs and practices of four of the major global religions: Christianity, Hinduism, Buddhism and Islam. The dialogue and contrast between these religions will constitute a central emphasis of the course. In addition to considering the global dimensions of these important religious traditions, we will also examine the local manifestations of these religions. The class will include a significant element of field experience and will include visits to Hindu temples, Buddhist centers and Islamic mosques in the Chicago area.
0430 European Thought and Culture

Robert E. Lerner/Tilde Sankovitch
European Thought & Culture B13-0
THE MIDDLE AGES
Time: MWF 1:00 Lectures
Th Discussion Sections
Office Address: Lerner, Harris 305
          : Sankovitch, Kresge 146B
Office Phone: Lerner, 7-1966
          : Sankovitch, 7-1448
Expected Enrollment: 80

COURSE DESCRIPTION:  THE MIDDLE AGES is a jointly taught lecture and discussion course. Its object is to provide student with an introduction to the culture of the period from about 1050 to 1250, the period conventionally thought of as the zenith of the Middle Ages. The course will concentrate on high-medieval French and English history and literature and their interrelationships.

No Prerequisites. P/N is not permitted. Attendance at first class mandatory. Will satisfy CAS distribution requirement in areas IV, V, or VI provided a student takes one other course in the patterns European Thought and Culture series.

TEACHING METHOD: Lectures on Monday, Wednesday, and Friday, and required attendance at discussion section. Sections will be scheduled throughout the day on Thursday.

EVALUATION: A midterm, short paper, and a final as well as section participation.

TENTATIVE READING LIST:
Chretien de Troyes, Arthurian Romances
Duby, Georges, Medieval Marriage: Two Models from Twelfth Century France
Gies, F. & J., Women in the Middle Ages
Hollister, C.W., Medieval Europe: A Short History, 6th ed.
Joinville and Villehardouin, Chronicles of the Crusades
Marie de France, The Lais
The Song of Roland, tr. Harrison
COURSE DESCRIPTION: This is a three-segment course of which the first begins in the Fall quarter of every academic year. The entire course (Arabic I) constitutes an introduction and building elementary proficiency in modern standard Arabic. The main emphasis will be on basic structure of the language, reading simple texts and oral communication. Useful and essential vocabulary will be used for the application of grammatical points. There are a number of extracurricular activities providing cultural context to the study of the language. Students with any background in Arabic study should either take a placement examination or consult the instructor before enrollment.

PREREQUISITES: None for the first segment (Fall quarter) and AO5-1 or equivalent for Winter quarter and AO5-2 or equivalent for Spring quarter.

TEACHING METHOD: Classes meet five times a week and class time is devoted to reading, oral communication, translation and grammar explanation. Students are required to use audio-visual materials available in the language lab and be prepared to devote additional time to daily homework.

EVALUATION: Weekly quizzes, no midterm and no final. Quiz grades and class performance will count towards the final grade as well as class and lab attendance.


Hans Wehr, A Dictionary of Modern Written Arabic
M. Eissa
AAL AO6-1,2,3
ARABIC II
Office: Kresge Hall 356
Phone: 491-5288
Expected enrollment: 10

COURSE DESCRIPTION: This is a three-segment course as a continuation of Arabic I (AO5-1,2,3). The first of those segments begins always in the Fall quarter of every academic year. This course deals with more sophisticated yet essential topics of daily and literary use of the Arabic language. The emphasis of this course will be on training students to read Arabic texts correctly and reasonably fast, to discuss orally text content and writing short paragraphs and translation (English/Arabic/English). In addition to the manual used for instructions, there will be other selections for outside reading and use of audio-visual materials.

PREREQUISITES: Arabic AO5 or equivalent for the first segment, (Fall quarter) AO6-1 for the second segment (Winter quarter), AO6-2 for the 3rd segment (Spring quarter).

TEACHING METHOD: Class time is devoted to conversation, reading, translation and structure exercise. Students are required to use assigned audio-visual materials available in the language laboratory. Students are encouraged to participate actively in extracurricular cultural activities in support of their language acquisition.

EVALUATION: Periodic quizzes (40%), attendance (35%), performance (25%).


M. Eissa
AAL B07-1,2,3
ARABIC III
Office: Kresge Hall 356
Phone: 491-5288
Expected enrollment: 6
COURSE DESCRIPTION: This is a high intermediate level course in Modern Standard Arabic. Our goal is to enhance the student's ability to read, understand and discuss Arabic writings utilizing a variety of articles, documents, short stories and other materials of interest to the students and relevant to their field of study. Special emphasis is placed on oral communication and developing reading and writing skill. Remedial work on grammar as well as fluency building will be in focus in various stages of this class.

PREREQUISITES: Arabic II or equivalent for the first segment (Fall quarter), or consent of the Instructor for other quarters.

TEACHING METHOD: The class will meet twice a week to discuss assigned and new materials.

EVALUATION: Grades will be based on class participation, individual progress in comprehending textual material and acquired degree of fluency in the language.


Richard Li-Cheng Gu
AAL All-1,2,3 Section 20,21,23
CHINESE I
Office: Kresge Hall 348B
Phone: 491-2760
Expected enrollment: 20

COURSE DESCRIPTION: The course introduces grammar, 600 single characters and 1600 compound words of standard modern Chinese, e.g., vernacular Chinese or Mandarin. It emphasizes speaking and reading as well as writing. We use textbooks compiled by Beijing Language Institute.

PREREQUISITES: None

TEACHING METHOD: Four regular class hours and one language lab hour are for pronunciation drills, analysis of sentence structure, sentence buildup, etymology of Chinese words, translation, conversation and dictation. In class, after
explaining grammar and characters in English, the instructor will use Chinese for oral drills, sentence buildup, and conversation. After class, the students should use the language lab regularly.

EVALUATION: Classroom performance, Language lab attendance, written assignments, oral reports, quizzes, a midterm exam and a final exam.

READINGS:

Richard Li-cheng Gu
AAL All-1,2,3 Section 22
ACCELERATED CHINESE l (For students with some speaking ability)
Office: Kresge Hall 348B
Phone: 491-2760
Expected enrollment: 20

COURSE DESCRIPTION: The course introduces grammar, 900 single characters and 2000 compound words of standard modern Chinese, e.g., vernacular Chinese or Mandarin. It emphasizes reading as well as writing. Students will learn to read essays and short stories. They will also learn to write notes, letters, and essays. They will also learn to make speeches to public in Chinese. The textbooks that we use are compiled by Beijing Language Institute and Princeton University.

PREREQUISITES: 1 year of Chinese in high school or consent of instructor.

TEACHING METHOD: Four regular class hours are for analysis of sentence structure, sentence buildup, etymology of Chinese words, translation, conversation and dictation. In class, after explaining grammar and characters in English/Chinese, the instructor will use Chinese for sentence buildup and conversation. After class the student should spend 30 minutes doing writing assignments regularly.

EVALUATION: Classroom performance, written assignments, oral reports, quizzes, a midterm exam and a final exam.
Wen-Hsiung Hsu  
Staff  
AAL Al2-1,2,3  Sections 20, 21
CHINESE II  
Office: Kresge Hall 348  
Phone: 491-2768, 708/945-8627 (Home)  
Expected enrollment: 15

COURSE DESCRIPTION: The course is designed to improve students' comprehension in speaking and reading Chinese. Through carefully edited texts we will build up a basic vocabulary for reading, writing and conversation.

PREREQUISITES: Chinese I. P/N is allowed.

TEACHING METHOD: Four regular class hours for the etymology of Chinese words, analysis of sentences structure, translation and conversation. Students are expected to prepare and participate actively in classroom discussions.

EVALUATION: Classroom performance and written assignments (20%), quizzes (20%), three exams (30%) and a final (30%).

READINGS:
- Practical Chinese Reader, Vol. II
- Laughter in Chinese
- Episodes from Dream of the Red Chamber
- Strange Friends (Movie Scripts)
- Intermediate Reader of Modern Chinese
- Twenty Lectures on Chinese Culture

Wen-Hsiung Hsu  
AAL Bl3-1,2,3
CHINESE III  
Office: Kresge Hall 348  
Phones: 491-2768 (Office), 708/945-8627 (Home)  
Expected enrollment: 10

COURSE DESCRIPTION: The course is designed to enhance students' abilities in speaking, reading, and writing Chinese. Students read modern Chinese novels, stories, essays, poems and current news reports for class discussions.

PREREQUISITIES: Chinese II; P/N is allowed.
TEACHING METHOD: We use Chinese to discuss our readings. Students are also expected to write short essays based on Chinese literary works.

EVALUATION: Classroom performance and essay assignments (30%), weekly quizzes (20%), two exams (20%) and a final (30%)

READINGS:

Ba Jin, Jia (Family)
Cao Yu, Lei-yu (Thunderstorm)
Ru Zhi-juan, Baihe-hua (the Lillies)
Shen Rong, Rendao zhong-nian (At Middle Age)
A Lu Hsun Reader
Readings from Chinese Writers, 2 Vols.
Selected Readings in Modern Chinese Prose
Newspaper Chinese
Glimpses of China
A Chinese Text for a Changing China
Advanced Reader of Modern Chinese: China's Own

Critics

Edna Grad
AAL AO1-1,2,3 Sections 20, 21, 22
HEBREW I
Office: Kresge Hall 352
Phone: 708/491-2769
Expected Enrollment: 20-30

COURSE DESCRIPTION: This is a course in elementary modern Hebrew. The course is designed to develop all four language skills (listening, speaking, reading and writing) and an explicit knowledge of Hebrew grammar.

PREREQUISITES: None

TEACHING METHOD: Classwork centers on learning new vocabulary and grammatical structures. These are introduced and exercised orally in anticipation of dealing with written dialogues and essays. Drills in the texts and on the tapes expand and reinforce the new material. Independent lab work is part of the coursework.
EVALUATION: A student's grade for this course will be based upon
(1) daily homework assignments, (2) weekly quizzes, (3) a
midterm exam and (4) a final exam.

READINGS: The textbook used is our own materials obtained at
Copycat of Evanston.
    The accompanying workbook is TARGILON  (Academon,
Jerusalem, 1982).

Edna Grad
AAL AO2-1,2,3  Sections 20, 21
HEBREW II
Office: Kresge Hall 352
Phone:  491-2769
Expected enrollment:  12-15

COURSE DESCRIPTION: This is an intermediate level course in
Hebrew.  The purpose of the course is to enlarge the
student's vocabulary and to reinforce and expand his/her
knowledge of Hebrew grammar in order to improve
conversational and writing skills as well as the ability to
handle literary texts (from Biblical to modern).

PREREQUISITES: Northwestern students should have completed
and received credit for AO1-1,2,3.  New students must have
permission of the instructor.

TEACHING METHOD: The lessons will center around the reading
and discussion of literary texts (prose and poetry --
occasionally-- newspaper articles.  Homework assignments will
include written exercises, compositions and preparation for
oral presentations in class.

EVALUATION: Grades will be based on (1) daily homework
assignments (2) quizzes (3) oral presentations (4) a midterm
exam and (5) a final exam.

READINGS: Intermediate Hebrew (text and workbook).

Edna Grad
AAL BO1-1,2,3
HEBREW III
Office: Kresge Hall 352
Phone: 491-2769

COURSE DESCRIPTION: This is an advanced level course in Hebrew. Literary works from Old Testament to contemporary Hebrew prose and poetry will be read, discussed and analyzed orally and in writing.

PREREQUISITES: Northwestern students should have completed and received credit for Hebrew A02-3. New students must have permission of the instructor.

TEACHING METHOD: The lessons will center around discussion of literary works. Homework assignments will comprise short compositions and exercises.

EVALUATION: Grades will be based on (1) weekly short compositions and exercises and (2) midterm and final papers.

Staff
AAL A15-1,2,3 Sec 20,21,22,23,24,25

ELEMENTARY JAPANESE
Office: Kresge Hall 367 &368
Phone: 491-2762
Expected enrollment: 90 (15 maximum each section)

COURSE DESCRIPTION: This is an introductory year-course in elementary Japanese. It prepares students for Japanese II, AAL 16, which in turn leads to Japanese III AAL B17.

PREREQUISITES: P/N is not allowed.

TEACHING METHOD: During the first quarter of A15 students learn the hiragana and katakana syllabaries. By the end of the first year students in addition will be able to use some 2000 vocabulary items and some 100 ideographs (kanji), and to be familiar with the grammar and pronunciation of modern colloquial Japanese. All four skills (speaking, listening, reading and writing) will be emphasized. The class will employ proficiency oriented teaching which focuses on actual language use in context. The class meets five days a week.

EVALUATION: Weekly quizzes, weekly assignments, oral
examinations, a final examination, class participation and class attendance are taken into account in determining a grade for each student.

READINGS: Learn Japanese: A New College Text, Vol. I & II
Univ. of Hawaii (Available at Norris Bookstore)

Staff
AAL A16-1,2,3 Sections 20,21,22, 23
JAPANESE II
Office: Kresge Hall 367 & 368
Phone: 491-2762
Expected enrollment: 60 (15 maximum each section)

COURSE DESCRIPTION: This is the second year course in Japanese. It is designed to develop students' mastery of modern Japanese, as a continuation of Elementary Japanese. All four skills (reading, writing, speaking and listening) will continue to be emphasized.

PREREQUISITES: Successful completion of A15-3 or with permission of the instructor. (Placement test will be given)

TEACHING METHOD: New grammatical items are introduced at the beginning of each week, and oral practice drills would follow. The class focuses on actual language use in context. Students are expected to learn approximately 15 new Kanji each week. The class meets five days a week.

EVALUATION: Weekly quizzes, weekly assignments, oral examinations, a final examination, classroom participation and attendance are all taken into account in determining a grade for each student.

READINGS: Learn Japanese: A New College Text, Vol. III and IV
Univ. of Hawaii Press, 1985 (Available at Norris Bookstore)

Staff
AAL B17-1,2,3
Japanese III
COURSE DESCRIPTION: This is the third year course which covers intermediate level Japanese. The year-long course is designed to increase the students' ability in reading, writing, speaking and listening. The course also aims to expand the student's vocabulary and kanji base to the extent that is necessary for advanced level reading and writing. A wide range of topics in the social, political, economic, philosophical and linguistic areas of contemporary Japanese civilization will be discussed.

PREREQUISITES: Successful completion of Japanese II (AAL A16) (with permission of instructor) or its equivalent. (Placement tests will be given)

TEACHING METHOD: Students meet with the instructor four times a week. The class time is devoted to strengthen proficiency in speaking, listening, reading and writing while reviewing grammar points. The class is conducted primarily in Japanese.

EVALUATION: Classroom participation, assignments, quizzes, oral proficiency and a final examination project are all taken into account in determining each student's grade.

READINGS: Materials will be provided in photocopied form.

Staff
AAL C18-1, 2, 3
JAPANESE IV
Office: Kresge Hall 362 & 367
Phone: 491-2766 491-2762
Expected enrollment: 15

COURSE DESCRIPTION: This is an advanced level Japanese course for those who have finished at least the equivalent of three years of Japanese language including a working knowledge of approximately 1000 kanji and basic conversational skills. The main focus of this course will be to introduce contemporary day-to-day Japanese materials, such as newspapers, journal articles, contemporary fiction, radio
and T.V. information, etc. Second and third quarter classes will be taught as much as possible in Japanese.

PREREQUISITES: Third year Japanese or equivalent. Placement test will be given.)

TEACHING METHOD: Typical class format will include listening comprehension training, classroom work on spoken Japanese, reading or writing and class presentations.

EVALUATION: Class participation is an integral part of grade. Each quarter's method of evaluation will depend on the skills emphasized.

READINGS: All materials will be distributed in photocopies.

Richard Lepine
AAL A21-1,2,3
SWAHILI I
Office: African & Asian Languages, 350 Kresge
Phone: 491-2765
Expected Enrollment: 15-20 (not limited)

COURSE DESCRIPTION: This is the beginner's Swahili class, and is open to undergraduate and graduate students. There are three courses in sequence from fall to spring. Grads register as D10-1,2,3, section 23. The course presents the essentials of modern Standard Swahili grammar while proficiency in the language is developed. The expectation is that by the end of the first year students will be able to interact comfortably in Swahili and will have acquired basic literacy.

PREREQUISITES: None for A21-1; appropriate Swahili study background for further quarters. Course may be taken P/N if not used to satisfy CAS language proficiency requirement.

TEACHING METHOD: Students attend five sessions each week during the noon hour. They should plan one additional period of audio tape work per week, ideally in the MMLC. There are oral, written and audiovisual class exercises, written and taped homework assignments and projects, and regular quizzes and longer tests.
EVALUATION: Attendance in lectures and labs, participation in classroom exercises, performance on homework, quizzes, tests and special projects will all count towards the final grade. Tests and assignments during the course are intended primarily as means of discovering and correcting problem areas. There is an ongoing assessment of oral proficiency skills in classroom and lab sessions, so more than 5 unexcused absences results in a tenth of a grade point penalty. In addition to brief written quizzes in class, there will be two period-long (50 min.) writing exercises, one at mid-term, the other on the final day of class. There will be NO 2-hour written exam given during finals week.

TEXTS:

REQUIRED:
Thomas Hinnebusch & Sarah Mirza, Swahili, A Foundation for Speaking, Reading and Writing, University Press of America, 1979

RECOMMENDED:
Fredrick Johnson, Swahili-English Dictionary, Oxford University Press.

Richard Lepine
AAL A22-1,2,3
SWAHILI II
Office: African & Asian Languages, 350 Kresge
Phone: 491-2765
Expected Enrollment: 7-12 (not limited)

COURSE DESCRIPTION: This is the second-year Swahili course, and is open to undergraduate and graduate students who have completed first-year Swahili or its equivalent. Graduate students register as D10-1,2,3, section 23. There are three courses in sequence from fall to spring. The first quarter of the course begins with a review of the essentials of Swahili grammar covered in the first year; then more detailed grammar and more complex structures are explored through the use of oral, written and videotaped materials. Development
of speaking and literacy skills are equally emphasized, and students begin their study of Swahili literary texts.

PREREQUISITES: A21 or equivalent for A22-1; appropriate Swahili study background for further quarters. Course may be taken P/N if not used to satisfy CAS language proficiency requirement.

TEACHING METHOD: There are four lecture hours each week, and an additional weekly audiovisual assignment done independently. Swahili is the primary medium of instruction.

EVALUATION: Attendance in lectures and labs, participation in classroom exercises, performance on homework, quizzes, tests and special projects will all count towards the final grade. Tests and assignments during the course are intended primarily as means of discovering and correcting problem areas. There is an ongoing assessment of oral proficiency skills in classroom and lab sessions, so more than 5 unexcused absences results in a tenth of a grade point penalty. In addition to brief written quizzes in class, there will be two period-long (50 min.) writing exercises, one at mid-term, the other on the final day of class. There will be NO 2-hour written exam given during finals week.

TEXTS REQUIRED:
(this dictionary will be borrowed from the instructor:)
Other texts provided by instructor

TEXTS RECOMMENDED:

Richard Lepine
AAL B23-1,2,3
SWAHILI III
Office: African & Asian Languages, 350 Kresge
Phone: 491-2765
Expected Enrollment: 1-5 (not limited)
COURSE DESCRIPTION: This is the third-year course, and is open to undergraduate and graduate students who have completed second-year Swahili or its equivalent. Graduate students register as D10-1,2,3 section 23. The course focuses on the study of classical and modern Swahili verbal arts—including non-fiction prose and oral narrative performance as well as poetic, narrative, and dramatic texts. It is ordinarily but not necessarily taught in a three-quarter sequence: Fall, oral verbal arts tradition; Winter, classical literary tradition; Spring, modern Standard Swahili literature.

PREREQUISITES: Swahili A22, or the equivalent with the consent of instructor.

TEACHING METHOD: Students have three lecture hours each week. Swahili is the medium of instruction. There are oral and written classroom exercises, and written and audiovisual homework assignments and projects. There is some English-language background reading expected, but most work involves texts or other materials written or composed originally in Swahili.

EVALUATION: Attendance in lectures, participation in classroom exercises, performance on homework and special projects will all count towards the final grade. However, any tests or assignments during the course are intended primarily as means of discovering and correcting problem areas. Evaluation is based both on an ongoing assessment of general interactive proficiency skills as well as on oral and written tests of comprehension and analysis performed in connection with specific coursework materials.

TEXTS:
REQUIRED:
Fredrick Johnson, Swahili-English Dictionary, Oxford University Press, 1980
other texts provided by instructor

Eunmi Lee
COURSE DESCRIPTION: This is an introductory year-course in elementary Korean. The course is designed to equip students with the basic all-around communicative ability in speaking, reading and writing. It also aims to provide students with increasing vocabulary and a command of correct grammar and accurate spelling.

PREREQUISITES: none

TEACHING METHOD: Class participation is strongly encouraged. After the instructor's lecture, students are encouraged to elaborate on the vocabulary, grammar pattern, or given dialogue. The lecture will be basically conducted in Korean and students are also encouraged to speak Korean only.

EVALUATION: Grade will be given based on the attendance, assignments, quizzes and tests, and final examination.

TEXTBOOK: Korean I (by Korea University)
                      Korean Conversation I (by Korea University)

Eunmi Lee
AAL A25-1,2,3
KOREAN I (Intermediate)
Office: Kresge Hall 336
Phone: 467-1323
Expected enrollment: 32 (16 maximum each section)

COURSE DESCRIPTION: This is a year-course in intermediary Korean. Students should be able to read Korean alphabet and understand daily conversation in Korean. The course is designed to equip students with the advanced all-around communicative ability in speaking, reading and writing. It also aims to provide students with increasing vocabulary and a command of correct grammar and accurate spelling.

PREREQUISITES: Students should take a placement test in
TEACHING METHOD: Class participation is strongly encouraged. After the instructor's lecture, students are encouraged to elaborate on the vocabulary, grammar pattern, or given dialogue. Also various kinds of reading materials will be given and some extra activities will be introduced. The lecture will be exclusively conducted in Korean and students are also encouraged to speak Korean only.

EVALUATION: Grade will be given based on the attendance, assignments, quizzes and tests, and final examination.

TEXTBOOK: Korean II (by Korea University)
Korean Conversation II (by Korea University)

Eunmi Lee
A26-1,2,3
KOREAN II
Office: Rm 336
Phone: 467-1323
Expected Enrollment: 16

COURSE DESCRIPTION: This is an advanced second-year Korean course for those who can speak Korean without difficulties. This course aims to increase student's vocabulary and reading skills and enables them to discuss certain topics. It also allows students to understand and to be exposed to the Korean culture.

PREREQUISITES: Placement test in advance

TEACHING METHOD: Same as Intermediate

TEXTBOOK: Korean II (by Korean University)
COURSE DESCRIPTION: Is the capacity to learn and use language a human instinct, as Steven Pinker has recently argued, wired into our brains by evolution like web spinning in spiders or sonar in bats? If so, what role do families, schools, communities, and larger societies and cultures have in shaping what we learn to think, and how we develop a sense of who we are? This seminar offers students an opportunity to explore these questions and to learn about some of the current perspectives and controversies in the study of how children acquire language. We will begin by reading and discussing Steven Pinker's book, The Language Instinct: How the Mind Creates Language. Students will then have the opportunity to sample the topics, methods, and forms of argument characteristic of current scientific research on children's language acquisition by analyzing selected articles published in such journals as Language, Child Development, Cognition, and Behavioral and Brain Sciences. Finally, we will extend our exploration of language and childhood by considering how children begin learning to read and write, and by reflecting on the role of language, both spoken and written, in the shifting contexts of individual children's lives.

TEACHING METHOD: Discussion. Students will participate actively in seminar discussions and can expect careful attention to their writing, both in class meetings and in individual conferences with the instructor.

METHODS OF EVALUATION: Four essays of varying length, with opportunities for revision. Class participation.
READINGS:

Paul Bloom (Ed.), Language Acquisition: Core Readings (selections)
Eva Hoffman, Lost in Translation: A Life in a New Language
Joan B. McLane and Gillian D. McNamee, Early Literacy
Steven Pinker, The Language Instinct: How the Mind Creates Language

Gregory Ward
Linguistics B05
MEANING
Time: MW 3:30-5:00
Office Address: 2016 Sheridan Road
Phone - 491-8055
Expected Enrollment: 40

COURSE DESCRIPTION: An introduction to the study of linguistic meaning. This course introduces students to basic concepts in word and sentence meaning (e.g., sense and reference, prototype theory, metaphor, presupposition, implicature) and explores various issues of philosophical and psychological interest, e.g., where is 'meaning' located? what is the influence of culture on language (and vice-versa)? what is the role of 'truth' in linguistic meaning? how do children acquire meaning?

PREREQUISITES: None

TEACHING METHOD: Lecture and discussion with class participation.

METHODS OF EVALUATION: Final grade will be based on: two exams of equal weight, weekly homework assignments, class participation.

REQUIRED TEXTS:
Reading Packet.

ATTENDANCE AT FIRST CLASS MANDATORY
COURSE DESCRIPTION: An introduction to the study of human language as a formal system. This course introduces the student to linguistic analysis through the study of morphology (the study of the meaningful units that make up words) and syntax (the study of the structure of sentences). Illustrative materials and problems will be drawn from English and other languages.

Beginning Fall Quarter 1994, semantics (the study of meaning) is no longer included in Linguistics B06. Instead, it is a major component of a new course on meaning, Linguistics B05, which also covers pragmatics. The new Linguistics B06 joins B05 ("Meaning") and B07 ("Sound Patterns in Human Languages") in forming a three-course introduction to linguistics, for majors and non-majors alike. Each course may be taken independently of the others and in any sequence. All three courses are prerequisites for the major and minor in Linguistics. Linguistics B06 also satisfied the CAS Area II Distribution Requirement in Formal Studies.

PREREQUISITES: None. An interest in language would be welcome.

TEACHING METHOD: Lecture and discussion. Attendance is required, and unexcused absences lower the final grade. Weekly quizzes (a) ensure that students keep up with the homework, and (b) provide students with frequent evaluations of their understanding of the course material.

METHODS OF EVALUATION: There will be three non-cumulative in-class exams worth 25%, 25%, and 30%, respectively. Weekly quizzes are averaged for 20% of the final grade. There is no final exam.

REQUIRED TEXTS: A reading packet will be available at Quartet.
ATTENDANCE AT FIRST CLASS IS MANDATORY (both for those who have registered in the Winter and for those wishing to add) to help accommodate students on the waiting list, and others wishing to add.

William Stone
Linguistics B09
LANGUAGE AND SOCIETY
Time: MWF 11
Office Address: 2016 Sheridan Road
Phone: 491-8059
Expected Enrollment: 40

ATTENDANCE AT FIRST CLASS MANDATORY

COURSE DESCRIPTION: This course examines the ways in which relationships and structures in society influence language and vice versa. It examines variations in language that are determined by region, sex, social level and cultural groupings.

COURSE OBJECTIVES: To encourage students to think about the language issues in their own lives and to help them establish positions in the light of the findings of sociolinguistic research. This course satisfied the Area III (Social and Behavioral Sciences) Distribution Requirement.

PREREQUISITES: None. P/N is not available.

COURSE REQUIREMENTS: Attendance at the first class is mandatory. Subsequent unexcused absence will lower a student's grade.

TEACHING METHOD: Lectures, readings and class discussions.

EVALUATION: Group and individual projects and a final examination.

REQUIRED TEXTS:

Language: The Social Mirror (3rd Ed) Elaine Chaika
Language & Society Reading Packet available at Copy Cat
INTRODUCTION TO COGNITIVE SCIENCE: VISION, LANGUAGE, AND MEMORY

Time:  T-Th 2:30-4:00
Discussion sections:  M 10:00, M 12:00 F 11:00, F 1:00
Expected enrollment:  80

COURSE DESCRIPTION: The scientific study of the biological, psychological, and computational nature of human cognition with a focus on vision, language, and memory. COUNTS TOWARDS CAS AREA I (NATURAL SCIENCE) DISTRIBUTION REQUIREMENT.

PREREQUISITES: None

REQUIRED TEXTS:
Reading Packet.

METHODS OF EVALUATION: Your grade will be based on three components: exams, assessments, and homework. (There is no P/N option for this class whether or not it is being used to satisfy a distribution requirement).

EXAMS. 75% of your grade will be based on three exams of equal weight.

HOMEWORK. 15% of your grade will be based on weekly homework assignments. Late assignments will not be accepted. One of the assignments will involve participating in a cognitive science experiment.

ASSESSMENTS. 10% of your grade will be based on 6-8 very brief in-class 'assessments', designed to assess your understanding of the previous lecture and/or the reading assigned for the current lecture. Assessments will usually be taken at the beginning of each topic, and always at the start of class.

Morris Goodman
Linguistics C02
INTRODUCTION TO COMPARATIVE AND HISTORICAL LINGUISTICS
COURSE DESCRIPTION: The course deals with linguistic change and the methods used to investigate it (i.e., historical documentation, internal reconstruction, and, most importantly, the comparative method). The emphasis is on phonological change, but grammatical, lexical, and semantic change are also examined.

PREREQUISITES: Linguistics A10 or equivalent.

TEACHING METHOD: Three lectures a week.

EVALUATION: Midterm and final exam.

TEXTS:

Arlotto Introduction to Historical Linguistics
Supplemented by Bloomfield, Language, (Chaps. 17-27)

Rae Moses
Linguistics C10

COURSE DESCRIPTION: We will study the structure and function of language in the context of culture and society. It is well known that studying language as a purely formal system leaves many questions unanswered. This course seeks to show how studying language in its sociocultural context can deepen and broaden our understanding of human language. The focus of the course will be on issues of linguistic structures and the social factors correlated with them (e.g. situation class, ethnicity, gender, and race).

PREREQUISITES: Linguistics A10, B06, B07, or B09.

TEACHING METHOD: Lecture and discussion. Students will be
assigned a number of readings.

METHODS OF EVALUATION: There will be a number of written assignments and a research paper on a topic of particular interest to each student.

READINGS:
Ronald Wardhaugh. An Introduction to Sociolinguistics. Reading Packet

Judith N. Levi
Linguistics C24
LANGUAGE AND THE LAW
Time: TTh 2:30-4
Office Address: 2016 Sheridan Road, Rm. 30
Phone: 491-8057
Expected Enrollment: 25

COURSE DESCRIPTION: This course introduces students to a broad range of issues concerning the interaction between language and our legal system. Readings will be drawn from (1) contemporary social science research on language and law, including research from psychology, sociology, linguistics, and anthropology; and (2) legal documents from (or about) actual court cases in which linguists have testified. Topics will be chosen from among the following: spoken language in legal settings, the rights of linguistic minorities, semantic interpretation in legal cases, conversational analysis as evidence in criminal cases, social impact and legal consequences of "legalese," and the use of linguists as expert witnesses in legal cases.

PREREQUISITES: Linguistics A10, B05, B06, or B09, or permission of the instructor. Junior, senior or graduate standing or permission of instructor. Course is intended as an interdisciplinary study spanning the social sciences, so that students from all majors are welcome. Prior coursework related to law would be great, but is not a prerequisite.

TEACHING METHOD: A combination of lectures, full-class discussion, discussion by students in small groups (around 5), and presentations by the small groups. Most classes will include a period of small-group discussion, followed by full-class discussion; and every other class will be organized and
conducted by one of the small groups. To ensure adequate preparation for group discussions, there will be brief weekly quizzes on the assigned readings, and attendance will be taken; unexcused absences will lower the final grade.

METHODS OF EVALUATION: Written evaluation will include a term paper up to 3 short homework essays, and an average of the weekly quizzes. Class participation will also be evaluated, collectively for the group presentations and individually for contributions to full-class discussions. No midterm or final exams. The expected weighing is: 15% class participation, 10% group presentation, 20% quiz average, 10% for each of 3 homework essays, and 25% for the term paper. P/N is not allowed.


Rae A. Moses
Linguistics C30
THE DISCOURSE OF DISCRIMINATION
Time: MW 2-3:30
Office Address: 2016 Sheridan Road
Phone: 491-8053
Expected Enrollment: 25

COURSE DESCRIPTION: The discursive habits of a speech community reflect the stereotypes and prejudices of its members. The language of the media, government, education, the stories citizens tell and the derogatory names given to a society's ethnic minorities all provide evidence of the ways that language defines and propagates our stereotypes and prejudices. We will examine the verbal modes of expression that groups have at their disposal and analyze how prejudice is represented and reproduced. We will also address the related topics of speech codes, and the balance between rules of civility and freedom of speech.

PREREQUISITES: A course in linguistics or permission of the instructor.

TEACHING METHOD: Lecture-discussion
METHODS OF EVALUATION: Several short papers and a term paper.

READINGS:
WORDS THAT WOUND, Wendy Matsuda, et. al. eds
Beyond P.C. Patricia Aufderheide ed.
Discourse and Discrimination Geneva
Smitherman-Donaldson & Teun Van Dijk
A small reading packet

Michael Broe
Linguistics C71
MORPHOLOGY
Time: T Th 10:30-12:00
Office Address: 2016 Sheridan Road
Phone: 491-5778
Expected Enrollment: 25

COURSE DESCRIPTION: This course examines the internal structure of words and productive processes for creating new words. This course will introduce the central problems that any theory of morphology will have to face, as well as the evolution of theories of morphology within generative grammar. Issues that will be discussed include: word-formation, processes, productivity, grammatical function-changing rules, inflection vs. derivation, level-ordering, bracketing paradoxes, and the autonomy of morphology. Where possible, examples will be taken from a variety of languages.

PREREQUISITES: Linguistics B06 or B07 or permission of the instructor.

TEACHING METHOD: Lectures and discussions.

METHODS OF EVALUATION: Regular homework, a mid-term exam, and a project.

TEXT: TBA

Claude Steinberg
Linguistics C80
ENGLISH IN THE UNIVERSITY: PROFESSORSHIP
Time:  TTh 4-5:30
Office Address:  2016 Sheridan Road
Phone:  491-8059
Expected Enrollment:  15

COURSE DESCRIPTION:  For international graduate students who are non-native speakers of English. This course addresses all aspects of oral language skills. During spring quarter the focus will be on presentation and discussion skills with the theme of cultural differences and how they can affect academic and professional success.

This class can serve as helpful preparation for oral proficiency exams, professional presentations, and teaching assistant assignments.

PREREQUISITES:  None

TEACHING METHOD:  Discussion, oral presentations, emphasis on class participation.

READINGS:  TBA

Janet Pierrehumbert
Linguistics D04-2
PHONOLOGICAL ANALYSIS II
Time:  T-Th 1-2:30, F 11
Office Address:  2016 Sheridan Road, Rm. 30
Phone:  467-1570
Expected Enrollment:  15

COURSE DESCRIPTION:  Phonology is the study of the sound patterns of language. This course, which is a continuation of D04-1, will provide students with the basis for understanding current research. topics covered include metrical and autosegmental phonology and the relation of phonology to morphology and syntax.

PREREQUISITES:  Linguistics D04-1

TEACHING METHOD:  The course will be divided between lectures presenting new material and student participation to discuss homework problems and any other questions that may arise.
METHODS OF EVALUATION: There will be a weekly homework problem or short essay, 2 quizzes, and a term paper.

TEXT:

Beth Levin
Linguistics D05-2
ADVANCED SYNTACTIC ANALYSIS
Time: MW 11-12:30
Office Address: 2016 Sheridan Road, Rm. 19
Phone: 491-8050
Expected enrollment: 15

COURSE DESCRIPTION: This course is a continuation of D05-1, and like it, its objective is to introduce students to the assumptions and goals of generative grammar, specifically Chomsky's Government-Binding framework. Students will become familiar with major syntactic structures and their analysis within this syntactic framework.

PREREQUISITES: Linguistics D05-1

TEACHING METHOD: This class will alternate between lecture and discussion format. Students will be expected to do some primary source readings and to come to class prepared to discuss the reading assignments.

METHODS OF EVALUATION: Regular assignments

TEXT: Reading packet.

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
Staff
Mathematics B14-1, 2, 3
CALCULUS
Phone: 491-3299
Expected Enrollment: 30-50 per section

COURSE DESCRIPTION:

B14-1: Coordinate systems, slope of a line, equation of a line, definition of a function, graphs, limits, derivative of a function, differentiation of polynomials and rational function, implicit differentiation, chain rule, curve plotting, max-min problems, related rates, approximations, mean value theorems, anti-differentiation, differentiation and integration of sines and cosines.

B14-2: Some review of B14-1 (mainly in the Fall Quarter for incoming freshmen), area under a curve, definite integrals, fundamental theorems of calculus, computation of volumes, arc length, moments, center of gravity, trig. functions, differentiation of trig. and inverse trig. functions, exponential and logarithmic functions and their derivatives, integration by parts, trig. substitutions, partial fractions.

B14-3: Some review of B14-1, 2 (mainly in the Fall Quarter for incoming freshmen), conic sections and polar coordinates, vectors, dot and cross product, equations of lines and planes, vector triple products, differentiation of vectors, tangent to a curve, normal vector, arc length, differentiation of vector products, functions of several variables (especially B14-2), partial derivatives, tangent plane, directional derivative and gradient, chain rule for partial derivatives, max-min problems, parametric curves, velocity and acceleration.

TEXT (B14-1, 2, 3): Edwards and Penney, 4th ed., Calculus and Analytic Geometry
PREREQUISITES: See the requirements and recommendations in the mathematics section of the Undergraduate Catalog. Students who have studied calculus in high school are strongly urged to register for the next appropriate course at Northwestern and should not repeat work done in high school. The Fall Quarter of B14-3 consists largely of entering freshmen who have had a full year of calculus in high school. Students who are in doubt about which course to take may obtain a self-testing calculus placement examination from the Mathematics Department, Lunt Building. P/N is allowed.

TEACHING METHOD: Lecture and discussion sections meet three or four times a week. Classes with only three lectures per week are accompanied by quiz sections (of 20-25 students), which meet one day a week for problem solving and discussion under the supervision of a teaching assistant.

EVALUATION: Grades are determined from the grades on quizzes, hour examinations, and a final exam. Some sections will have a common final exam.

Staff
Mathematics B15-0
MULTIPLE INTEGRATION AND VECTOR CALCULUS
Time: MTWF 11-11:50, MWThF 12-12:50
Phone: 491-3299
Expected Enrollment: 35-60 per section


PREREQUISITES: B14-3


Staff
Mathematics B17-0
SEQUENCES AND SERIES, LINEAR ALGEBRA
Time: MTWF 11-11:50, MWThF 12-12:50
COURSE DESCRIPTION: Sequences and series: convergence tests; power series; Taylor series. Linear algebra: vectors and matrices; Gaussian elimination; inverses; determinants; eigenvalues and eigenvectors; quadratic forms and diagonalization; application to quadric surfaces.

PREREQUISITES: B14-3


Staff
Mathematics B20-3
ACCELERATED CALCULUS OF SEVERAL VARIABLES
Phone: 491-3298
Time: MWThF 12-12:5
Expected Enrollment: 30-35 per section

COURSE DESCRIPTION: Mathematics B20 is an accelerated course which is intended for freshmen who have studied calculus if one variable in high school and have achieved good grades in the subject. The course covers the material of four quarters of mathematics B14-3, B15, B17, B21-- in three quarters. It is taught at the same level as the four courses it replaces and does not attempt the sophistication of an "honors" course. However, because of the speed at which material is covered, B20 is harder than the usual courses. In compensation, an additional quarter is free for electives. The particular order of material will vary with the instructor, but an effort is made to cover all the material of B14-3 during B20-1 so that a student may switch into the regular calculus sequence after the first quarter should the workload prove too time consuming. For 1994-95, the topics will be distributed as follows:

B20-1: Vectors and curves, partial derivatives, multiple integrals.
B20-2: Vector integral calculus, elementary differential equations, matrices and linear equations.
B20-3: Determinants, linear independence, eigenvalues and eigenvectors, systems of differential equations, infinite
series, series solutions of differential equations.

PREREQUISITES: Mathematics B20-2

TEACHING METHOD: Three lectures (MWF) and one quiz section (Th) per week.

EVALUATION: The student's grade in each quarter will be based on quizzes, midterm exams and a final exam.


Joseph Jerome
Mathematics B21-0
DIFFERENTIAL EQUATIONS
Office Address: Lunt B2
Phone: 491-5575
Time: MTWF 9-9:50
Expected Enrollment: 30

COURSE DESCRIPTION: First order equations, linear second order equations, first order systems of equations, series methods.

PREREQUISITES: B17

METHOD OF INSTRUCTION: Lectures

EVALUATION: Weekly quizzes, hour exams, final examination.

TEXT: Boyce and Deprima, Introduction to Differential Equations

John Franks
Mathematics B90-3
HONORS COURSE - FIRST YEAR
Time: MTWF 11-11:50
Office Address: Lunt B18
Phone: 491-55487
Expected Enrollment: 15
COURSE DESCRIPTION: A continued study of calculus of functions of one variable with emphasis on rigor.

PREREQUISITES: B90-2 or invitation of the department.

TEACHING METHOD: Three lectures plus one discussion weekly.

EVALUATION: The student's grade will be based upon midterm exams, a final exam and homework.


Michael Barratt
Mathematics B91-3
HONORS COURSE FOR SCIENTISTS, FIRST YEAR
Time: MTWThF 11-11:50
Office Address: Lunt 303
Phone: 491-5598
Expected Enrollment: 30

COURSE DESCRIPTION: Multidimensional calculus, linear algebra and differential equations.

PREREQUISITES: Admission to Integrated Science Program. P/N not allowed.

TEACHING METHOD: Lectures and homework.

EVALUATION: Quizzes, hour exams and final.

Kenneth Mount
Mathematics B92-3
HONORS COURSE FOR SOCIAL SCIENCE
Time: MTWF 12-12:50
Office Address: Lunt 201
Phone: 491-5557
Expected Enrollment: 45

PREREQUISITES: Admission to Mathematical Methods in the Social Sciences Program.
COURSE DESCRIPTION: The course will cover the first nine chapters of the text in a three lecture per week format. Highlighted topics include differentiation and the Cauchy-Riemann equations, contour integration and the associated Cauchy theorems, and the study of series. Also included is the important topic of conformal mapping and residue calculations, and applications to real improper integrals. Harmonic functions are also studied.

EVALUATION: Grade will be determined by two in-class midterms (17 1/2% each), an in-class quiz (10%), a take-home quiz (10%), and the final (35%). Homework will be assigned, but not collected. Instead, each student will present problems at the quiz section for 10% of the grade.

Mathematics C10-3
INTRODUCTION TO REAL ANALYSIS
Time: MTWF 1-1:50
Office Address: Lunt 222
Phone: 491-5592
Expected Enrollment: 15

COURSE DESCRIPTION: Fourier series, functions of several variables, metric spaces, Lebesgue measure theory.

PREREQUISITES: C10-2 or permission of the department. P/N is allowed.

TEACHING METHOD: Lectures, discussions and homework.

EVALUATION: Quizzes and hour exams.

TEXT: S.G. Krantz, Real Analysis and Foundations, and notes.

Clark Robinson
Mathematics C13-2
CHAOTIC DYNAMICAL SYSTEMS
Time: MTWF 2-2:50
Office Address: Lunt B27
Phone: 491-3738
Expected Enrollment: 7

COURSE DESCRIPTION: Continue the material from Math C13-1 on Chaotic dynamics, iteration of complex functions: fractals, Julia sets and Mandelbrot sets.

PREREQUISITES: Math C13-1

TEACHING METHOD: In addition to the lectures, students will do a special project of their own choosing.

EVALUATION: Tests, homework and project.

TEXT: Robert Devaney, A First Course in Chaotic Dynamical Systems, Addison-Wesley Publishing Co.

Dmitri Ioffe
Mathematics C20-0
COURSE DESCRIPTION: This is a course for mathematically mature students who have studied calculus, but who seek a serious alternative to the traditional courses in vector analysis and differential equations. It is based on a book by Ron Graham, Don Knuth and Oren Patashnik which bridges the area between mathematics and the computer and information sciences. The main topics are part of what is known as discrete mathematics, but special attention will be paid to the interplay between the discrete and the continuous. This course will be of general interest to letters and science students who are fascinated by the mathematical way of thinking. More specifically, the course will be useful to mathematics students studying combinatories, special functions and probability; and computer and information science students studying information theory and analysis of algorithms.

PREREQUISITES: Differential and integral calculus

TEACHING METHOD: Lecture and discussion. A short quiz, covering material from the second previous meeting, will be given at the beginning of each period. Homework will be assigned at the end of each period.

EVALUATION: Final course grades will be based on homework and quizzes (50%), examination 1 (15%), Examination 2 (15%) and a term paper.

Mark Pinsky
Mathematics C30-3

PROBABILITY AND STATISTICS
Time: MTWF  12-12:50
Office Address: Lunt B6
Phone: 491-5519
Expected Enrollment: 30

COURSE DESCRIPTION: Random walk, stochastic processes.
Daniel Kahn
Mathematics C34-0
LINEAR ALGEBRA FOR APPLICATIONS
Time: MTWF 2-2:50
Office Address: Lunt 307A
Phone: 491-5567
Expected Enrollment: 30

COURSE DESCRIPTION: This is a second course in linear algebra. It assumes a basic knowledge of matrix theory, solutions of systems of equations, and eigenvalues and eigenvectors as covered in Math B17-0. Certain of these topics are then studied in greater depth and additional topics such as the theory of complex matrices are developed. In addition selected applications from the following areas will be considered: networks and incidence matrices, least squares approximation, systems of differential equations, the fast Fourier transform, the finite element method and linear programming.

PREREQUISITES: B17 or the equivalent or the consent of the instructor.

TEACHING METHOD: Lectures, with some discussions.

EVALUATION: Problem sets, midterm, and final examination.

TEXT: Gilbert Strang, Linear Algebra and Its Applications.

Kenneth Mount
Mathematics C37-3
INTRODUCTION TO MODERN ALGEBRA
Time: MTWThF 10-10:50
Office Address: Lunt 201
Phone: 491-5557
Expected Enrollment: 20-30

COURSE DESCRIPTION: Treats rings, fields, modules and vector spaces.
PREREQUISITES:  Mathematical maturity (ability to handle mathematical functions and ideas).  P/N allowed.

TEACHING METHOD:  Lectures and problem sessions.

EVALUATION:  Homework, midterms, final exam.

TEXT:  Notes on linear algebra.
0436 Math Methods in the Social Sciences

MMSS B92-3
RATIONAL MODELS OF HUMAN BEHAVIOR: introduction to rational-choice models of human behavior; application of rational-choice approach to such "non-economic" topics as the family, religion, drug addiction, the inner-city "underclass", and crime.

MATH B92-3
CALCULUS TOPICS: first-order differential equations; eigenvalue and eigen-vectors theory applied to the problem of solving linear differential equations and systems of linear differential equations; Taylor series in n-variables; inverse function theorem; implicit function theorem;

MMSS C92-3
ART OF MODELLING: "capstone course" designed to bring together material learned in the curriculum by engaging in the art of modeling social science phenomena;

MATH C92-3
STOCHASTIC PROCESSES: Poisson process; compound Poisson process; mixtures; Markov chains; theory and applications to the social sciences.

MMSS C98-2
SENIOR SEMINAR

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
0439 Philosophy

Christopher Horvath
A09-6, sec. 20
TTH 10:30-12:00
THE NEW SOCIOBIOLOGY: PHILOSOPHICAL INVESTIGATIONS INTO BIOLOGICAL EXPLANATIONS FOR HUMAN CULTURE
Office Address: 1818 Hinman Avenue
Phone: 491-3656
Expected Enrollment: 15

COURSE DESCRIPTION: In the late 1970s sociobiologists like E.O. Wilson proposed to explain human social interactions and human cultural institutions as evolutionary adaptations. Since that time, problems with accurately describing cultural traits, finding their genetic foundations, and testing adaptationist hypotheses have led most of the biological community to reject much of sociobiology. Recently, a new breed of sociobiologist has come onto the scene. They go by different names: behavioral ecologists, Darwinian anthropologists, and evolutionary psychologists for example, but their thesis is still the same. Their research attempts to show that things like love, kindness, justice, homosexuality, gender, xenophobia, religion, etc. arose and are maintained in human culture by the processes of biological evolution.

In this course we will read some of the new research and attempt to determine to what extent sociobiology has succeeded in offering plausible explanations for human interactions. We will attempt to identify the theoretical strengths and weaknesses of the "evolutionary psychological" program as a system of scientific explanation; and to evaluate it in the light of what was learned from earlier sociobiological attempts.

No special knowledge of biology or evolutionary theory will be expected or required.

PREREQUISITES: none. P/N registration permitted

TEACHING METHOD: The course is a seminar. Most of the
teaching will be through discussion of the assigned material.

EVALUATION: participation; 1 oral presentation with a short paper; 1 research paper; 1 exam over the reading

TEXTS: Dawkins, R. The Selfish Gene, another book to be announced.

Barbara Fultner
A09-6, Section 21
HOW TO THINK ABOUT THE PAST: PHILOSOPHY OF HISTORY
TTh 1-2:30
1818 Hinman Avenue
Phone: 491-3656

COURSE DESCRIPTION: The science of history is relatively young as an academic discipline. In this course, we will examine the emergence and development of a number of philosophies of history, that is, of theories about how to conceptualize the past. We will deal with questions such as the following: Why should we care about the past? What is the relationship between past and present? Does the course of history lead to progress or does it simply repeat itself? Is history a series of "world-historical" events and monumental deeds or a necessarily evolving process? That is, is history made by (great men or are they on the contrary its product? How do we even go about studying events we cannot observe? What are the criteria for evaluating historical accounts?

TEACHING METHOD: Seminar discussion

EVALUATION: Papers, Class Participation, 4 short papers (2-8 pages)

TEXTS: Kant, On History, Marx, German Ideology, Nietzsche, On the Uses and Disadvantages of History, Course packet.

Kirk Pillow
A09-6, Sect. 22
MW 2:00-3:30
ART AND AESTHETIC EXPERIENCE
Office Address: 1818 Hinman Avenue
COURSE DESCRIPTION: In this course we will survey the philosophy of art and aesthetic experience and its classical, modern, and postmodern forms. Focusing on the artistic trio of work, artist, and audience, we will discuss in depth a number of questions: is individual taste purely subjective or not? Are an artists' intentions relevant to our understanding of a work of art? Can or should moral considerations be kept distinct from aesthetic ones?

TEACHING METHOD: discussion

METHOD OF EVALUATION: three papers (75%) and participation (25%, includes a presentation)

READING LIST: Marcia Eaton, Basic Issue in Aesthetics
Stephen Ross, Art and Its Significance (anthology)
Additional selected short texts

Meredith Williams
A10
TTh 10:30-12:00
INTRODUCTION TO PHILOSOPHY
Office Address: 1818 Hinman Avenue
Phone: 491 3656

COURSE DESCRIPTION: This is an introduction to some of the key philosophical figures and movements of Western philosophy, including Platonism, Rationalism, Empiricism, Logical Positivism, and Existentialism.

TEXTS: All readings are from classical texts.

Kenneth Seeskin
B10-3
MWF 10:00-11:00
HISTORY OF PHILOSOPHY: MODERN
Office Address: 1812 Hinman
Phone: 491-3656
Expected enrollment: 275

COURSE DESCRIPTION: This is the final quarter of a year-long
sequence in the History of Philosophy. The focus of the course will be how the scientific revolution enabled modern thinkers to reject the medieval worldview and propose new theories about God, nature, and the limits of human knowledge. The readings will consider representative passages from Descartes, Spinoza, Leibnitz, Locke, and Hume.

PREREQUISITES: Philosophy B10-1 or B10-2; consent of instructor.

TEACHING METHOD: Three lectures and one discussion per week. Lectures will involve class discussion and participation.

EVALUATION: Midterm, 1500 word paper, final.

READINGS: The Rationalists
The Empiricists

David L. Hull
B20 - Science and Human Culture
TTh 10:30-12:00
CREATIONISM AND SOCIOBIOLOGY
Office Address: 1818 Hinman Avenue
Phone: 491 3656
Expected enrollment: 25

COURSE DESCRIPTION: Scientific creationism is the view that scientific evidence supports the Biblical story of creationism more strongly than it does evolutionary theory. Evolutionists argue that such claims are sheer pseudoscientific nonsense, while creationists claim that scientists are being unscientifically close minded. Both sides of this dispute claim that the other side is not being truly "scientific." Sociobiology is the view that evolutionary explanations can be provided for the social and psychological characteristics of human beings, the way that they can be for all other organisms. The opponents of sociobiology argue that sociobiologists are not being truly "scientific." This issue, then, is what does it mean for some activity to count as "science."

PREREQUISITES: none

TEACHING METHODS: lecture and discussion
EVALUATION: midterm and final exam

Christopher Toumey, God's Own Scientists: Creationists in a Secular World, 1994.

Kevin Olson
B60
ETHICS
MWF 11:00
Office Address: 1818 Hinman
Phone: 491-3656

COURSE DESCRIPTION: This course surveys four significant positions in ethical theory, both in the works of Aristotle, Kant, Mill, and Nietzsche, and in their modern descendants. We will examine the role of virtue, duty, and happiness in both classical and modern theories. We will ask what a good ethical theory is, what kinds of obligations people are subject to, and how we can decide what is good or what is right. We will also consider whether ethics is not simply a function of something else, like religion or politics. Finally, we will examine the relation between ethics and gender.

TEACHING METHOD: Lecture with discussion sections.

COURSE EVALUATION will be based on two take-home midterms and a final exam.

REQUIRED TEXTS:
Aristotle, Nicomachean Ethics
Kant, Groundwork of the Metaphysic of Morals
Mill, Utilitarianism
Nietzsche, On the Genealogy of Morals
J.J.C. Smart and Bernard Williams, Utilitarianism For and Against
Carol Gilligan, In a Different Voice
Reading packet.

Reginald Allen
B65-0
PHILOSOPHY OF LAW
Office Address: 15 Kresge
Phone: 491-8040

COURSE DESCRIPTION: A brief introduction to legal concepts.

PREREQUISITES: Junior or senior status. No pass/fail option.

TEACHING METHOD: Lecture and discussion.

EVALUATION: 1 midterm exam, 1 final exam and 1 optional term paper.

Ira Singer
Philosophy C22
STUDIES IN MODERN PHILOSOPHY: DESCARTES
Time: TTH 1:00-2:30
Office: Room, 302, 1812 Hinman
Phone: 491-8524
Expected enrollment: 25

COURSE DESCRIPTION: a detailed investigation of topics in Descartes' Meditations, including perception, knowledge, the nature of the physical world, the nature of the self, the existence of God, and the explanation of error. Readings from the Meditations will be supplemented by other readings from Descartes, and by a variety of recent secondary sources.

PREREQUISITES: A survey course in the history of modern philosophy, or instructor's permission.

TEACHING METHODS: Lecture and discussion.

EVALUATION: Two short (5-7 page) papers, and a take-home final

TEXTS: Descartes, Philosophical Writings, Volumes I and II, trans. Cottingham, Stoothoff, and Murdoch
        Cottingham, John, ed., The Cambridge Companion to Descartes
        Rorty, Amelie, ed., Essays on Descartes' Meditations
        Wilson, Margaret, Descartes
R. Kevin Hill  
Philosophy C23  
STUDIES IN CONTEMPORARY PHILOSOPHY: 19TH CENTURY PHILOSOPHY  
Time: M W 11:00-12:30  
Office Address: 1812 Hinman Ave  
Phone: 491-2558 (Messages Only: 491-3656)  

COURSE DESCRIPTION: A survey of themes in 19th century Continental philosophy, by way of the philosophical texts of Hegel, Kierkegaard, Marx and Nietzsche.

TEACHING METHOD: Lecture and discussion.

EVALUATION: There will be a take-home midterm on Hegel and Kierkegaard, a take-home final on Marx and Nietzsche, and for graduate students, a term paper. Each assignment is of equal weight in determining the course grade. Exam dates will be announced in class; they will be at least one week after the study questions are handed out.

TEXT:  
Required:  
- Hegel, The Phenomenology of Spirit  
- Kierkegaard, A Kierkegaard Anthology, (Bretall ed.)  
- Marx, Marx Selections, (Wood ed.)  
- Nietzsche, Nietzsche Selections, (Schacht ed.)

Recommended (General):  
- Karl Lowith, From Hegel to Nietzsche  
- Richard Schacht, Hegel and After  
- Herbert Schnadelbach, Philosophy in Germany, 1831-1933

Recommended (Advanced):  
- G.A. Cohen, Marx's Theory of History: A Defense  
- Alastair Hannay, Kierkegaard  
- M.J. Inwood, Hegel  
- Alexander Nehamas, Nietzsche: Life as Literature  
- Michael Rosen, Hegel's Dialectic and its Criticism  
- Richard Schacht, Nietzsche

Arthur Fine
Philosophy C50
LOGIC III
Time: M W 1:00-2:30
Office Address: 1812 Hinman Ave, Room 202
Phone: 491-2559 (Messages Only: 491-3656)
Expected enrollment: 20

COURSE DESCRIPTION: This course develops techniques for studying logical systems. We will introduce elementary concepts from set theory and the theory of relations in order to study consistency, compactness and completeness for first order logic. There will be a brief introduction to recursion theory and Godel's theorem.

PREREQUISITES: Philosophy B50, or the equivalent (i.e., a standard course in first order predicate logic).

P/N registration is permitted.

TEACHING METHOD: Lecture-discussion.

EVALUATION: The grade for this course will be based on a midterm and final exam, plus some extra assignments.

TEXT: None.

Arthur Fine
Philosophy C54
CONCEPTUAL PROBLEMS OF THE QUANTUM THEORY
Time: M W 2:30-4:00
1812 Hinman Ave, Room 202
Phone 491-2559 (Messages Only at 491-3656)
Expected Enrollment: 20.

COURSE DESCRIPTION. This is a course on conceptual problems of the quantum theory. We will look at competing interpretations of the theory (including Copenhagen, many worlds, hidden variables, and many minds) focusing the discussion on paradigm problem situations, like the double slit and Einstein-Podolsky-Rosen experiments. We will also explore selected problem areas, such as the quantum paradoxes, realism and determinism in the quantum theory, Bell's theorem, and quantum logic.
PREREQUISITES. Juniors & seniors with a decent physics/math background. Open to others upon approval of the instructor. P/N registration permitted.

TEACHING METHOD. Modified seminar style: student presentations alternating with lecture/discussions, and with active student participation in general.

EVALUATION. In addition to class participation and written reports of presentations, there will be a short-essay-type midterm exam and a short problem oriented final paper. No final exam.

READINGS.

1. Selected book of readings, including material by some of the founders of the theory (e.g., Bohr, Heisenberg, Feynman) and some of its leading interpreters and critics (e.g., Einstein, Bohm, Bell).


Thomas McCarthy
Philosophy C55
SCIENTIFIC METHODS IN THE SOCIAL SCIENCES
M  3-5:30
Office Address: 1818 Hinman Avenue
Phone: 491-3656
Expected Enrollment: 20

COURSE DESCRIPTION: This course will consider questions about truth and objectivity raised by the "interpretive turn" in our understanding of social science. There is now widespread agreement that all inquiry into the human world involves interpretation and that interpretation is always relative to a context or background and from a perspective or point of view. Is there, then, "a" truth about the social world in anything like the sense that (we assume) there is about the physical world? Is the ideal of objectivity out of place in social inquiry? What is interpretation, and what, if anything, makes one interpretation better than another? Is there ever a single right interpretation of social phenomena or do they always allow of a multiplicity of
defensible interpretations? Can the human sciences as we know them persist without making claims to truth and objectivity?

PREREQUISITES: B10-3 or B54 or B55 and Junior, senior, or graduate standing.

TEACHING METHOD: Lecture and Discussion

EVALUATION: undergraduates-three short papers graduates-research paper

REQUIRED READINGS: Coursepack or readings selected from such authors as Gadamer, Habermas, Ricoeur, Taylor, Rorty, Dreufus, Hoy, Warnke, et al.

Mark Sheldon
Philosophy C94
SENIOR LINKAGE SEMINAR IN MEDICAL ETHICS
Time: W 7:30-10 p.m.
Office Addess: 1818 Hinman Ave.
Phone: 328-2739
Expected Enrollment: 15

COURSE DESCRIPTION: An exploration of the involvement of philosophy with medicine, both in terms of the contribution that philosophy as a discipline has made to a consideration of issues and dilemmas that arise in the area of medical practice and clinical judgment, and in terms of issues that arise in the larger context of professional practice and institutional requirements. The objective of the course is to develop insight into the conceptually and technologically complex environment in which contemporary medicine is practiced, and to develop an appreciation for the importance of making conceptually literate decisions within such an environment.

PREREQUISITES: Open to CAS seniors only, with permission of the department.

TEACHING METHOD: Discussion.

EVALUATION: The student's grade will be based on class participation and a term paper, the topic for which will be
chosen by the student but approved by the instructor.

READING LIST: articles

Amy Allen
WOMEN'S STUDIES C95
FEMINIST POLITICAL THEORY
TTH 2:30-4:00
Office Address: 1818 Hinman Ave.
Phone: 491-3656

COURSE DESCRIPTION: This course will examine four different methodological approaches to feminist political theory: relational feminism, radical feminism, socialist feminism, and poststructuralist feminism. We will evaluate and critique each of these approaches and raise questions about which approach is best suited to feminist aims.

COURSE REQUIREMENTS: class participation, midterm exam and term paper.

TEXTS: Maternal Thinking-Sara Ruddick
Feminist Unmodified-Catharine MacKinnon
Justice, Gender, and the Family-Susan Okin
Bodies that Matter-Judith Butler
Woman on the Edge of Time-Marge Piercy
selected essays in coursepack

Kevin Hill
D10, sec. 20
SEMINAR: NIETZSCHE
M 2:00-4:30
Office Address: 1818 Hinman Avenue
Phone: 491-3656, 491-2558

COURSE DESCRIPTION: We will attempt to survey the major themes of Nietzsche's thought. Each participant will be responsible for a presentation on one (or more, depending upon enrollment) of the scheduled topics below. Participants are also responsible for a term paper on their topic, due at the end of the term. Though I have sought to distribute both texts and interpretations under topics, this structure does not do justice to the "hologrammic" character of Nietzsche's
thought-each topic, in a sense, contains the others and each text has some relevance to them all.

REQUIRED TEXTS:
Nietzsche, The Basic Writings of Nietzsche
"   The Portable Nietzsche
"   The Will to Power
"   Human, All-too-human
"   Gay Science
"   Daybreak: thoughts on the prejudices of morality
"   "On Truth and Lie in an Extra-Moral Sense" in Philosophy and Truth"

Christopher Toumey, God's Own Scientists: Creationists in a Secular World, 1994.

EVALUATION; The presentation, participation and the paper will each play a role in determining the course grade.

Michael Williams
Philosophy D10, Sec. 21
SEMINAR: HUME
W 3:00-5:00
OFFICE ADDRESS: 1812 HINMAN AVE.
PHONE: 491-3656
EXPECTED ENROLLMENT: 10

COURSE DESCRIPTION: A systematic study of Hume's epistemology, metaphysics, moral theory, and politics.

Charles Mills
Philosophy D10, sec. 22
SEMINAR: ALTERNATIVE POLITICAL THEORY
M 7:9:30
Expected enrollment: 10
Office Address: 1818 Hinman Ave.
Phone: 491-3656

COURSE DESCRIPTION: The welcome revival of Anglo-American political philosophy from the 1970s onwards has stimulated a growth in oppositional as well as mainstream theory; and, most recently, critical work on race. This course will
attempt to survey and get clear on some of the crucial themes and claims in radical political theory and its alternative conceptualizations of the polity (variously as capitalist, as patriarchy, as white supremacy). After a brief look at Marxist class theory, we will focus on recent theorizing around gender and race, exploring their different mappings of the political, their relation to the classical tradition, and the challenge of reconciling or adjudicating between these divergent visions. The approach will be primarily analytic rather than Continental.

Reginald Allen
D20-0
TTH 2:30-4:00
STUDIES IN ANCIENT PHILOSOPHY: PLATO
Office Address: 15 Kresge
Phone: 491-8040
Expected Enrollment: 15

COURSE DESCRIPTION: The main dialogues studied will be Plato's Parmenides, with special attention to physical and metaphysical issues.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Final examination and term paper

TEXTS: F.M. Cornford, Plato's Parmenides

Ira Singer
Philosophy D77
SEMINAR IN ETHICAL THEORY
Time:  W 1:00-3:00
Office: 1812 Hinman
Phone: 491-8524
Expected enrollment: 10

COURSE DESCRIPTION: Topic to be announced. (See department for description.)

PREREQUISITES: Graduate standing in Philosophy, or instructor's permission.
TEACHING METHODS: Seminar discussion, with optional presentations by students.

EVALUATION: Term paper and class participation.

TEXTS: TBA
**Physics A03-0**  
IDEAS OF PHYSICS  
Instructor: David Taylor  
Office Address: Tech 1261  
Office Phone: 491-2053  
email: infocom@casbah  
Time & Place: MWF @ 10, EDU G21

**COURSE DESCRIPTION:** We will discuss the concepts which underlie modern physics, including conversation laws, relativity, quantum mechanics, and statistical physics. The history of how these ideas came about will be particularly emphasized.

**PREREQUISITES:** none

**EVALUATION:** One midterm, a final, homework, and a paper.

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**Heidi Schellman**  
PHYSICS A10-6 (FRESHMAN SEMINAR)  
The History of the Universe  
Time & Place: MW @ 1:30 - 3:00, Tech 1358  
Office address: Tech 1305  
Office Phone: 1-8608

**COURSE DESCRIPTION:** The course will cover aspects of our current understanding of the evolution of the Universe, from its origins to the present. The course will emphasize the connections between what is seen in experiments performed on earth, and the far reaches of time and space. What does a falling apple have to do with the age of the universe?

**PREREQUISITES:** none

**TEACHING METHOD:** short lectures followed by classroom discussion.
Grading Method: two papers, brief essays, class participation, brief oral presentation.

Reading List: Stephen Hawking, A Brief History of Time

Donald Ellis
Physics A25-3
GENERAL PHYSICS FOR ISP
Office address: Tech 3387
Office Phone: 1-3665
Time & Place: MWF @ 10, Tech LR8; Discussion W @ 3, ISP

Course Description (A25-1,2,3): This is a basic physics course which uses calculus extensively. The course content is similar to that of A35-1,2,3 but is more advanced and is intended for Integrated Science Program students. A concurrent advanced calculus course is offered by the Mathematics Department.

Prerequisites: Admission to ISP or permission of the instructor.

Teaching Method: Three lectures and one quiz section per week. Laboratory in alternate weeks.

Evaluation: Grades will be based on laboratory work (one-sixth) plus two midterm examinations, weekly quizzes, and a final examination.

Physics A35-1
General Physics: Mechanics
Lecturers: William Halperin and Bruno Gobbi

Physics A35-2
General Physics: Electricity and Magnetism
Lecturers: Not offered in Spring quarter

Physics A35-3
General Physics: Wave Phenomena, Quantum Physics
Lecturers: Deborah Brown

Course Description (A35-1,2,3): This is a three-quarter sequence in general, calculus-level classical physics with an
introduction to modern physics in the third quarter. It is intended for science and engineering majors and premedical students.

FIRST QUARTER: Particle kinematics, Newtonian dynamics, work and energy, collisions and momentum, torque and angular momentum, rigid-body statics and dynamics, harmonic oscillations, gravitation.

SECOND QUARTER: Electrostatics, magnetostatics, DC and AC circuits, time-varying fields, Maxwell's equations.

THIRD QUARTER: Mechanical waves, sound waves, electromagnetic waves, geometric optics, interference and diffraction, the quantum nature of particles and light, atomic and nuclear phenomena.

PREREQUISITES: Mathematics B14-1,2 and concurrent registration in B14-3 for A35-1. A35-1,2,3 are sequential prerequisites.

TEACHING METHOD: Three lectures with demonstrations and one discussion/quiz section per week. Laboratory meets every week.

EVALUATION: The final examination counts one-third of the course grade. Each of the following count one-sixth: each of two midterm exams, the laboratory work, and grades on ten-minutes quizzes given each week in the discussion/quiz sessions.

TEXT: Physics, Tipler
it is designed to prepare the student for further physics courses rather than suffice as a final physics course. It is intended for physics and astronomy majors who want an introductory physics course presented at a somewhat deeper level and higher mathematical level.

PREREQUISITES: Beginning calculus, such as Mathematics B14-1,2 or the high-school equivalent, or permission of instructor. Concurrent registration in Mathematics B14-3 is expected.

TEACHING METHOD: Three lectures with demonstrations and one discussion section per week. Laboratory meets every week.

EVALUATION: The course grade will be determined by midterms, a final examination, laboratory grade, and homework.

TEXT: Physics, Halliday, Resnick, and Walker

Physics C30-2
ADVANCED MECHANICS
Instructor: Venkat Chandrasekhar
Office address: Tech 2306
Office Phone: 1-3444
Time & Place: TTh @ 10:30-12:30, Tech B397

COURSE DESCRIPTION (C30-1,2): This course develops theoretical mechanics from the beginning.

FIRST QUARTER: Newtonian mechanics, conservation laws, oscillations, conservation laws, the Lagrangian and Hamiltonian formalisms, central-force motion.

SECOND QUARTER: Two-particle collisions, motion in a noninertial reference frame, kinematics of rigid modes, systems with many degrees of freedom and the wave equation. The subject matter is treated such as to lead naturally to the study of quantum mechanics.

Calculus of variations, complex numbers, ordinary differential equations (2nd order), curvilinear coordinate systems and Fourier analysis will be introduced as needed.
PREREQUISITES: Physics A35-1 or A90-1 or equivalent; Mathematics B14-1,2,3 or equivalent. Students should be in the process of taking Mathematics B16, B18, B21, or B20-1,2,3.

TEACHING METHOD: Three lectures and one discussion section per week.

EVALUATION: One or more midterms and a final examination.

Physics C32-0
STATISTICAL MECHANICS
Instructor: Joseph Keren
Office address: Tech B034
Office phone: 1-5450
Time & Place: MTWF @ 10:00, Tech 3827

COURSE DESCRIPTION: This course covers the theory of the ideal gas, the Boltzmann distribution, transport phenomena of classical systems, and Bose-Einstein and Fermi-Dirac statistics, with applications and fluctuation theory.

PREREQUISITES: Physics C30-1,2 and C31; Math B15, B17, and B21

TEACHING METHODOLOGY: There will be four class meetings per week.

METHOD OF EVALUATION: Homework, and one or more midterm and final examinations.

Physics C33-2
ADVANCED ELECTRICITY AND MAGNETISM
Instructor: Liu Liu
Office address: 3377 Tech
Office Phone: 1-5626
Time & Place: MTWF @ 10:00, LNT 103

COURSE DESCRIPTION (C33-1,2)
FIRST QUARTER: Review of vector calculus, review of basic electromagnetic phenomena. Electrostatics, multipole expansion, solutions of Laplace's equation by orthogonal function expansion, images, analytic functions.
Magnetostatics. Magnetic scalar and vector potentials.


The courses are intended to bridge between Physics A35-2 or similar courses and first-year graduate-level courses which use a text such a Jackson, Classical Electrodynamics.

PREREQUISITES: Physics A25-1,2,3 or A35-1,2,3 or A90-1,2,3, and Mathematics B16, B18, and B21, or B20-1,2,3.

TEACHING METHOD: Three lectures and one discussion section per week.

EVALUATION: One or more midterm examinations and a final examination.

Physics C35-0
MODERN PHYSICS FOR NONMAJORS
Instructor: Donald Ellis
Office address: Tech 3387
Office Phone: 1-3665
Time & Place: MWF @ 2, LR8

COURSE DESCRIPTION: Physics C35-0 is a survey of modern physics for students with technical backgrounds who are not majoring in physics. The course concentrates on the two major theories of twentieth century physics, relativity and quantum physics, and on their application to nuclear, atomic, and molecular structure, and to problems in electrical conductivity. The syllabus may be adjusted to accommodate the interests of those students who enroll in the class.

PREREQUISITES: Physics A35-1,2,3 or equivalent.

TEACHING METHOD: Three lectures, lab, one discussion per week.

EVALUATION: One or more midterm examinations and a final examination.
Physics C39-2
QUANTUM MECHANICS
Instructor:  Paul Auvil
Office Address:  3374 Tech
Office Phone:  491-3510
Time & Place:  MWF @ 10, ISP Building;  Discussion M @ 3

COURSE DESCRIPTION FOR C39-1,2:  This is an introductory course on quantum theory.  Emphasis is placed on applications to atomic and molecular systems with some discussion of the experimental foundations of quantum theory.  Mathematical solutions for several simple systems (the harmonic oscillator, the one-electron atom, the hydrogen molecule, barrier penetration, etc.) will be studied in detail.

PREREQUISITES:  Introductory physics with calculus, such as A25-1,2,3 or A90-1,2,3.  Mathematical presentation assumes familiarity with partial differential equations and functions of a complex variable (taken concurrently by ISP students).  Non-ISP students should consult with ISP program director.

TEACHING METHODOLOGY:  There will be four class meetings per week.

METHOD OF EVALUATION:  One or more midterms and a final examination.

Physics C59-3
MODERN PHYSICS LABORATORY
Instructor:  Ralph Segel
Office address:  1308 Tech
Office Phone:  1-5459
Time & Place:  MW 1 - 5, Tech 2362

COURSE DESCRIPTION (C59-1,2,3):
First Quarter:  Introduction to modern electronics, construction of elementary analog and digital circuits.
Second Quarter:  Introduction to microprocessors, hardware construction, interfacing to external devices, programming Basic, Fortran, or Pascal.
Third Quarter:  Classic experiments in atomic, nuclear, and solid-state physics using modern electronics and
microcomputers. Emphasizes independent work.

PREREQUISITES: Physics C33-1,2 or permission of instructor.

TEACHING METHOD: Weekly lectures and labs.

EVALUATION: Laboratory reports and examinations.
0449 Political Science

Sara Monoson
Political Science A01
SYMBOLS AND POLITICS
Time:  TTh 3:30-5:00
Office Address:  314 Scott Hall
Office Phone:  491-2643
Expected Enrollment:  15

COURSE DESCRIPTION: Symbols figure importantly in political struggles. This course will examine the variety of symbolic forms politics can take (rhetoric, icons, ritual) and their different political uses (e.g. identity formation, building allegiance, promoting social cohesion, legitimizing power, destabilizing power, articulating dissent and protest). The main aim of the course is to understand why and how symbols work and to appreciate their ubiquity in contemporary political life.

TEACHING METHOD: Seminar/discussion

EVALUATION: Class participation, oral presentations

READINGS:
D. Kertzer, Ritual, Politics and Power
B. Schwartz, George Washington: The Making of An American Symbol
Paret, Lewis & Paret, Persuasive Images
Current periodicals and newspapers

Meredith Woo-Cumings
Political Science A01
BUSINESS AND POLITICS IN AMERICA
Time:  TTh 10:30-12:00
Office Address:  311 scott Hall
Office Phone:  491-2636
Expected Enrollment:  15
COURSE DESCRIPTION: In this course we will discuss the politics of various business sectors, with emphasis on how forces of industry reorganize social structure and affect political formation. The questions we ask are: what are the technological properties of industries like textiles, chemicals, steel and high tech? What sort of economic organization do they compel? What are the political tendencies of the workers and entrepreneurs in textile, automobiles and, say, semiconductors? The aim of the course is to understand in a more systematic way the impact of business on American Politics.

TEACHING METHOD: Discussion

EVALUATION: Four-five papers

READINGS: TBA

Kenneth Janda
Political Science B20
AMERICAN GOVERNMENT AND POLITICS
Time: MTW 12:00-1:00
Office Address: 236 Scott Hall
Office Phone: 491-2634
E-mail: K-Janda@northwestern.edu
Expected Enrollment: 240

COURSE DESCRIPTION: Is the U.S. government too big? If so, what things should be left to private enterprise? If not, how do you answer those who think differently? This course is intended to survey the broad and complex subject of American government and politics. Needless to say, this is difficulty to do in one quarter, especially when students vary greatly in their understanding of national politics going into the course. I will try to make the subject clear to those with weak preparation while challenging those who already know a good deal about American politics. I will try to accomplish this by analyzing in the U.S. using five major concepts: freedom, order, equality, majoritarian democracy, and pluralist democracy.

PREREQUISITES: P/N is not allowed. This course serves as a prerequisite for Law and Politics, Legislative Process, Political Parties, and some other courses in American and
TEACHING METHOD: This will be a large class, and lectures will necessarily be the main method of teaching. However, I encourage questions from the class, and often it may turn into a discussion format. Weekly quiz sections will be led by teaching assistants to provide more opportunity for discussion. Electronic mail will also be a means of communication.

EVALUATION: Performance in the course will be evaluated according to performance on the midterm (counting 25%), the final (45%), and a term paper (20%), and whatever criteria your teaching assistants establishes for you and communicates to you at your section meetings (10%). The term paper must not exceed ten pages (typewritten, double-spaced) and must demonstrate your capacity for analyzing American politics by critiquing any newspaper article after the first day of class.

READINGS: The main text will be Janda, Berry and Goldman: The Challenge of Democracy: Government in America, 1995 edition and there will be other readings.

Adolph Reed
Political Science B21
URBAN POLITICS AND POLICIES
Time: TTh 3:00-4:30
Office Address: 302 Scott Hall
Office Phone: 491-2649
Expected Enrollment: 200

COURSE DESCRIPTION: This course examines the political character of contemporary urban American life. Particular attention is given to the relationship between urban politics and policymaking -- including the structural and ideological factors (e.g., dynamics of political economy, race, ethnicity, pluralism and gender) that constrain the policy context and shape the urban environment as a terrain for co-mingling, competition and conflict over uses of space. Case studies provide a concrete basis for examining the crystallization of those factors in the politics of urban development.
EVALUATION: There will be two exams, a mid-term and a final.

READINGS: TBA

Tong Whan Park  
Political Science B40  
INTRODUCTION TO INTERNATIONAL RELATIONS  
Time: MWF 10:00-11:00  
Office Address: 306 Scott Hall  
Office Phone: 491-2641  
Expected Enrollment: 200

COURSE DESCRIPTION: This course is designed to be an introduction to the study of international politics. Thus, a wide spectrum of concepts and approaches found in ordinary international relations texts will be covered here. Instead of treating various international phenomena (e.g., diplomacy, collective security, war, interdependence, etc.) as unrelated topics, an attempt is made to locate them in a larger context. The context employed is that the study of international politics is essentially one of conflict and cooperation. Therefore, diverse international issues will be analyzed as they relate, on one hand, to the causes of conflict and management thereof, and, on the other, to the conditions for peace and cooperation.

Specific goals of this course are: (1) to stimulate student interest in international politics both as a subject matter and a field of inquiry; (2) to familiarize the students with major explanatory theories of international politics; and (3) to sensitize the students with an "international perspective" to human problems.

PREREQUISITES: No P/N allowed.

TEACHING METHOD: Lectures and TA-led discussions. Each student is required to be evaluated by one of the two methods: (1) one midterm exam plus final exam; or (2) two short (5-8 pages) papers (one exploring a thought, the other defending a position) plus final exam.

READINGS:
Bruce M. Russett and Harvey Starr. World Politics: The Menu for Choice
COURSE DESCRIPTION: Many elements of contemporary political argument, indeed the views associated with present-day liberal, conservative and radical politics, have roots in the theoretical perspectives articulated in the modern era. This course will introduce students to Western political thought of the modern era by way of following three themes through the works of six key figures. The authors are: Machiavelli, Hobbes, Locke, Rousseau, Mill and Marx. The themes are the nature of justice, relation between politics and freedom, and when and why politics fail (that is, theories of revolution). We will also consider the historical setting in which each labored. We will be especially alert to the crisis that elicited each one's passionate concern and intellectual commitment to theoretical understanding of its dimensions.

TEACHING METHOD: Lecture and directed discussion. There is a heavy reading load and students are expected to complete reading assignments in advance of class and to keep up so that they may participate actively in discussion.

EVALUATION: Mid-term and final exams and a 5-page papers.

READINGS:
Machiavelli, Prince and Discourses
Hobbes, Leviathan
Locke, Second Treatise on Government
Marx, Economic and Philosophic Manuscripts, Manifesto
Class Struggle in France, Eighteenth Brumaire of Louis
COURSE DESCRIPTION: The course addresses the question: how do we go about the study of politics? The course will operate on two levels. The first level involves formulating conceptions of what we are trying to explain, the assumptions we have about people and how they act, about political contexts, indeed about what we think constitutes politics in the first place. The second level involves uncovering the mechanics of answering these questions: how are hypotheses formulated, how are they tested, how are theories made and unmade? Are there universal truths and laws in politics, and can we uncover them? Indeed, should the study of politics be concerned with uncovering the truth, and generating universal laws? Together, these two levels address the study of politics as a specific system of knowledge.

EVALUATION: Midterm and a final exam.

READINGS: TBA
nature of congressional representation, congressional structure, and the relationships of Congress to other political institutions. It is intended that this course provide an understanding of Congress, both as a political and policy making institution.

PREREQUISITES: Political Science B20, or an equivalent. P/N allowed.

TEACHING METHOD: Lecture and discussion.

EVALUATION: There will be midterm exam, and one final paper (to be discussed in class).

READINGS: TBA

Tong Whan Park
Political Science C45
NATIONAL SECURITY
Time: MWF 1:00-2:00
Office Address: 306 Scott Hall
Office Phone: 491-2641
Expected Enrollment: 100

COURSE DESCRIPTION: This course examines the problems of national security in the 1990s with special emphasis on the United States. It begins with a survey of substantive theories and issues such as deterrence, the role of nuclear weapons in the post-Cold era, arms control, and the future of military capabilities. The course then moves to a study of the national security policy making process in the U.S. which will involve considerable attention given to the functions of the National Security Council in the White House, the Pentagon, the Intelligence Community, and the Congress. In addition, Japanese, European, Russian, Chinese, and Third World security concerns will be addressed in a comparative perspective.

PREREQUISITES: No prerequisites, though Political Science B40 or C40 is highly desirable.

TEACHING METHOD: Three lectures per week and one discussion section.
EVALUATION: Each student is to be evaluated by two one-hour midterms and one two-hour exam. The grade will consist of 40 percent final, 20 percent for each of the two midterm exams, and 20 percent participation in the discussion section.

READINGS:

William Munro
Political Science C51
PEASANT POLITICS
Time: TTh 11:00-12:30
Office Address: 211 Scott Hall
Office Phone: 491-2628
Expected Enrollment: 50

COURSE DESCRIPTION: Peasants have played a decisive role in almost all modern revolutions; yet they are never the beneficiaries of revolutionary action. Peasants are generally the most neglected social group; yet every now and then - as most recently in Chiapas - they force governments to take them seriously. How then, are we to understand the paradoxes of peasant politics and their place in modern world history?

To analyze the political activity of peasants this course will consider the following issues; the role of modern peasants in the world economy, and the impact of expanding markets and states on peasant societies; theories of peasant culture, peasant economy and agrarian change; power and gender in peasant revolutionary action.

EVALUATION: Grades will be based on an in-class mid-term examination and a research papers of approximately 15 pages.
READINGS: TBA

Helmuth Berking
Political Science C62
POLITICS OF WESTERN EUROPE
Time: MW 11:00-12:30
Office Address: 312 Scott Hall
Office Phone: 467-3207
Expected Enrollment: 50

COURSE DESCRIPTION: Since the appearance of the "peaceful revolutions" in 1989 we are witnessing a fundamental reshaping of the European landscape. "Eastern Europe" disappeared and "Western Europe" lost its significant meaning. The whole process, referred to as "return to Europe", evokes certain paradoxes. While the western system of parliamentary democracy serves as a shining example and the only available political model for the Eastern-European societies, it is challenged in Western Europe by symptoms of a deep crisis.

From this point of departure - the crisis of legitimacy - the course aims at elaborating the political structures of the main players, Great Britain, France, Germany and Italy - concerning both domestic conflicts and the impact on the European Community.
After a brief review of the political power structures and the institutional framework of the European Community, it turns to a closer analysis of the so-called "new social movements", their anti-party attitudes and their somewhat successful attempts to redefine the "political" by questioning and partly hollowing out the rules of the parliamentary game. The basic question, we have to deal with, is whether parliamentary democracies are able to reform themselves or not.

TEACHING METHOD: Lecture, discussion, mid-term and final-examinations.

READINGS: TBA

Paul Friesema
Political Science C71
ENVIRONMENTAL POLITICS
Time: MWF 11:00-12:00
Office Address: 304 Scott Hall
Office Phone: 491-2645
Expected Enrollment: 60

COURSE DESCRIPTION: This course examines political processes and tactics in the struggles over protecting and preserving natural resources. It makes particular use of interest group theory as an organizing framework for understanding contemporary environmental issues. The primary focus of the course is upon domestic American issues, but these issues are connected to global environmental policy.

TEACHING METHOD: Lecture/discussion

EVALUATION: There will be a midterm and a final examination. A major point of the course requirement will be a research paper evaluating a contemporary recent environmental policy dispute, using primary source material.

READINGS: TBA

Cameron Findlay
Political Science C94
SEPARATION OF POWERS IN THEORY AND PRACTICE
Time: W 6:30-9:00
Office Address:
Office Phone:
Expected Enrollment: 15

COURSE DESCRIPTION: This course will explore some of the theoretical and practical issues raised by a system of separation of powers. For years politicians and political theorists have extolled the virtues of the American system of checks and balances. Recent times have seen less unanimity. In the 1960s and 1970s some complained of an "imperial presidency." In the 1980s some discerned a shift in power to Congress. And in the 1990s, many criticized "gridlock" at the federal level. These issues have assumed even greater importance as, for the first time in years, a Democratic President faces a Republican Congress. This course will examine the theoretical underpinnings of our constitutional system, both through primary sources such as the Federalist...
Papers and through decisions of the U.S. Supreme Court. The course will also examine how the system actually works in practice, using actual case studies of recent separation of powers issues.

TEACHING METHOD: The class will discuss each week's readings using the Socratic method. There will be several guest speakers. Each student will make a presentation to the class on the subject of his final paper.

READINGS: TBA

Robert Kustra
Political Science C94
THE STATES' AND THE NEW FEDERALISM
Time: M 3:00-6:00
Office Address: 
Office Phone: 
Expected Enrollment: 15

COURSE DESCRIPTION: An analysis of the evolving relationship between the states and the national government with particular emphasis on the impact of the new Congressional majority's plans for shifting federal responsibilities to the states. The debate over unfunded mandates, welfare reform, and a balanced budget will be examined from the viewpoint of Governors and those in Congress committed to national standards. The states' policy initiatives which serve as the models for reform in Washington will be highlighted.

READINGS: TBA

Jerry Goldman
Political Science C95
CRIME AND PUNISHMENT: THEORIES AND PRACTICES IN THE SENTENCING OF CRIMINAL DEFENDANTS
Time: Th 3:00-5:30pm
Office Address: University Hall Room 20
Office Phone: 491-3525
Expected Enrollment: 15

COURSE DESCRIPTION: This research seminar will explore theories of sentencing behavior including such justifications
as: general deterrence, specific deterrence, retribution, and rehabilitation. The seminar will also examine the empirical evidence testing several sentencing models. Researchers will attend several sentencing hearings in the Chicago area and then "re-create" them with the aim to test competing theories.

PREREQUISITES: B30 or C30 or permission of the instructor.

EVALUATION: Students will work on individual and group projects. There will be two short papers and oral reports, one small-group assignment, and one extended research paper.

Kenneth Janda
Political Science C95
POLITICAL PARTIES: DEAD OR ALIVE?
Time: MF 3:00-4:30
Office Address: 236 Scott Hall
Office Phone: 491-2634
Expected Enrollment: 15

COURSE DESCRIPTION: Party politics in the U.S. poses something of a puzzle: There is evidence that voters have a weaker sense of partisanship in the 1990s than earlier, but there is also evidence that the national party organizations are stronger than ever. In this course, we will first work to get the facts straight about the less questionable contention: the decline of partisanship among American citizens. Then we will investigate the more problematic contention: the increased strength of the national parties. In fact, determining the effectiveness of the party organizations will provide the focus for the research seminar. Each student will be expected to stake out and research some aspect of change in national party activities over the past quarter century, with particular emphasis on the parties' role in recent presidential and congressional campaigns.

PREREQUISITES: C10 Elementary Statistics for Political Research or its equivalent is required, and preference will be given to students who have taken C24 Political Parties and Elections.

TEACHING METHOD: Discussion in a seminar setting, with some
formal presentations. It is highly likely that some students will also do field research in Washington, conducting interviews with party officials party archives.

EVALUATION: Twenty percent of your grade will be based on your preparation for and performance in seminar discussions. The other 80 percent will be determined by the quality of the 25 page research paper that you will be expected to submit at the end of the course.

A text on American political parties to be announced.

Miklos Haraszti
Political Science C95
SELECTED PROBLEMS OF POST-COMMUNISM
Time: T 3:00-6:00
Office Address: 313 Scott Hall
Office Phone: 491-2640
Expected Enrollment: 15

COURSE DESCRIPTION: The course would examine dilemmas and problems facing post-Communist democracies. These might include:
the crystallization of pluralistic party systems; the impact of different types of transition (negotiated or revolutionary ones); questions of constitution making; different strategies of "decommunization" and of coming to terms with the legacy of Communism; the comebacks in free elections of the former Communists; issues of freedom of speech and media freedom; different strategies of privatization and their social implications; defederalizations (Yugoslavia, Soviet Union, Czechoslovakia); nationalism and minority issues; different chances of Western integration.

READINGS: TBA

Jerry Goldman
Political Science C97
THE SUPREME COURT IN THE DIGITAL AGE
Time: Th 7:00-9:00pm
Office Address: University Hall Room 20
Office Phone: 491-3525
Expected Enrollment: 7

COURSE DESCRIPTION: The objective of this tutorial is to create text, still-image, sound and moving-image documents on the Supreme Court of the United States. You will learn to merge these materials into hypermedia projects that will link to other such projects on the Court.

Clear expository writing is a central objective of this tutorial, but is not the only objective. You will also master research skills that call for use of the Internet, the American Memory Project, and the Video Encyclopedia of the Twentieth Century. You will learn to scan images, digitize and edit video, and annotate your text with these supplementary materials.

TEACHING METHOD: This course is a junior tutorial in which four or five students meet every week for a couple of hours with me, "the tutor," for the purpose of discussing and evaluating weekly writing assignments. Every week, you shall receive a new assignment or prepare a revision to a previous assignment. There will be little of no choice in these assignments, but I assure you a measure of diversity in each one.

PREREQUISITES: C32 or C33 AND permission of the instructor.

READINGS: TBA
0451 Psychology

Evan Heit
Psychology, A01-20
FRESHMAN SEMINAR: True Memories and False Memories
Time:  TTh 1-2:30
Office Address:  219 Swift
Phone:  467-2421
Expected Enrollment:  15

COURSE DESCRIPTION:  This seminar will address the reliability of human memory and factors that may lead to distortions of memory. Topics to be considered will include recovery of traumatic memories from childhood, repression, autobiographical memory, eyewitness testimony, and social biases on memory. The readings will take a variety of perspectives on these issues, including those of experimental psychology, clinical psychology, and developmental psychology.

TEACHING METHOD:  Primarily discussion.

METHOD OF EVALUATION:  Written assignments.

READINGS:  Articles and book chapters to be announced.

James W. Hall
Psychology, A01-21
FRESHMAN SEMINAR: Learning, Memory and Vocabulary
Time:  TTh 1-2:30
Office Address:  202 Swift
Phone:  491-4972
Expected Enrollment:  15

COURSE DESCRIPTION:  What does it mean to "know" a word, and by the term "vocabulary"? What is the relationship between vocabulary size and human performance and achievement, including performance on tests like the SAT and GRE? How
many words are there, and how many words do people know?
What methodologies can be used to get at questions of actual
and desirable vocabularies? By what means does vocabulary
increase? What can one do to increase vocabulary size? How
can we apply what is known and believe about human learning
and memory to the task of vocabulary building?

TEACHING METHOD: Oral and written reports on published
information relating to the above questions related
discussion; demonstrations & student participation in
vocabulary building experiences.

The plan is for weekly (at least) papers one to three pages
in length, with the possibility of a longer final paper.
Total double spaced pages will exceed 18 per student.

METHOD OF EVALUATION: Major emphasis: quality of written
reports, some of which may be done in class under time
constraints. Also, oral reports.

Memory.
Several published articles concerning vocabulary size and
vocabulary building.
Some unpublished material written by the instructor
concerning vocabulary size and vocabulary building.

Susan Mineka
Psychology, A10-20
INTRODUCTION TO PSYCHOLOGY
Time: TTh 10:30-12
Office Address: 316 Swift
Phone: 491-7711
Expected Enrollment: 300

COURSE DESCRIPTION: An introduction to research and theory
on a broad range of topics in psychology. Topics include:
the biological basis of behavior, sensation and perception,
learning, motivation, cognition, emotion, personality theory,
psychopathology, psychotherapy, social psychology. Topics
will be discussed from multiple levels of analysis:
physiological, evolutionary/functional, behavioral,
cognitive, social.
Neal Roese
Psychology, A10-21
INTRODUCTION TO PSYCHOLOGY
Time: MWF 2:00-3
Office Address: 317 Swift
Phone: 467-4164
Expected Enrollment: 200

COURSE DESCRIPTION: This is the entry-level course in Psychology and is designed to provide a broad introduction to the field for both majors and non-majors. It also serves as a prerequisite to all other courses in Psychology. Among the topics covered are brain biology, perception, motivation, emotion, learning, thinking, childhood development, personality, social influence, interpersonal relations, and psychopathology. The focus is on "psychology as a science," with particular emphasis on research methods, recent findings, and current theory.

PREREQUISITES: None.

TEACHING METHOD: One-hour lectures are given thrice weekly. In addition, optional discussion sections will be organized.

METHOD OF EVALUATION: Grades are assigned on the basis of two midterm examinations and one final examination.

READINGS: The required text is Gleitman's Basic Psychology (3rd edition).
STATISTICAL METHODS IN PSYCHOLOGY

Time:  TTh 9-10:30
Office Address:  204 Swift
Phone:  491-7405
Expected Enrollment:  60

COURSE DESCRIPTION: The objective of this course is to provide an introduction to descriptive and inferential statistics for students in the behavioral sciences. Topics covered include methods in visualizing and summarizing data distributions, simple ideas about random variables and probability distributions, and common methods for estimating population parameters from sample statistics. Students will study common inferential techniques including chi square, Student's t, and analysis of variance. The course stresses understanding of concepts and methods which are relevant to behavioral research.

PREREQUISITES:  A10 or A12

TEACHING METHOD:  Lectures and demonstrations. Students will have weekly assignments.

METHOD OF EVALUATION:  Grades will be based on weekly assignments, a midterm exam, and a final exam.


Jeff Sherman
Psychology, B04

SOCIAL PSYCHOLOGY

Time:  TTh 10:30-12:00
Office Address:  203 Swift
Phone:  467-4133
Expected Enrollment:

COURSE DESCRIPTION: This course examines the scientific study of social behavior. How are individuals affected by the social context in which they find themselves? How do we perceive, influence, and interact with other people? Topics include social perception, the self, intergroup behavior, social influence, attribution processes, and attitudes.
PREREQUISITES: A10 or A12

TEACHING METHOD: Two lectures per week. Discussion welcome.

METHOD OF EVALUATION: Grades will be based on a midterm and a final exam.


Gail McKoon
Psychology, B05-20
GENERAL EXPERIMENTAL PSYCHOLOGY
Time: TTh 1-2:30
Office Address: 113 Swift
Phone: 491-7701
Expected Enrollment: 25

COURSE DESCRIPTION: An introduction to the principles and methodological techniques of behavioral research. The course will review introductory statistics and cover topics such as (1) sampling techniques, (2) experimental design, (3) APA writing style for research reports, and (4) case studies in design. Two experimental projects are designed to illustrate and supplement the lectures. Each project will be written up by the student as a research report, following APA format.

PREREQUISITES: Psychology B01 or equivalent preparation.

TEACHING METHOD: Lectures, class presentations and discussion.

METHODS OF EVALUATION: The student's grade for this course will be based upon midterm exams, two project reports, and homework.


Edward Wisniewski
Psychology, B05-21
GENERAL EXPERIMENTAL PSYCHOLOGY
Time: TTh 10:30-12
COURSE DESCRIPTION: This course examines in detail the scientific method as it is applied in psychological research. Scientific methods of acquiring knowledge will be compared to those methods typically used by the layperson. Students will learn about the fine art of conducting research. They will design and carry out experiments, analyze the results, and write scientific papers that describe the experiments and the theoretical significance of their findings.

PREREQUISITES: B01 Statistical Methods in Psychology, or an appropriate substitution.

TEACHING METHOD AND EVALUATION. Teaching method is based on lectures and discussion and the illumination of ideas through laboratory experiments. Grades are based on exams and written assignments.

READING LIST: Textbook and a coursepack.

Susan Mineka
Psychology, C03
PSYCHOPATHOLOGY
Time: TTh 2:30-4
Office Address: 316 Swift
Phone: 491-7711
Expected Enrollment: 120

COURSE DESCRIPTION: The primary goal of this course is to familiarize the student with basic principles, concepts, and research in abnormal psychology. The topic will be addressed with a scientific approach in order to further develop the student's capacity to evaluate and think critically. All of the major categories of adult psychopathology will be covered, including anxiety disorders, mood disorders, personality disorders, substance use disorders, schizophrenia, sexual disorders. There will also be some coverage of childhood disorders. In addition to focusing on understanding what causes these disorders, there will be some coverage of the major treatment approaches as well.
PREREQUISITES: Intro to Psych (A-10) or Intro to Neuroscience (A-12)

TEACHING METHOD: Lecture

METHOD OF EVALUATION: Two midterms and a final

READINGS: TBA

Bjorn Levidow
Psychology, C11
HUMAN LEARNING AND MEMORY (Req lab sect TBA)
Time: TTh 1-2:30
Office Address: 120 Swift
Phone: 491-5517
Expected Enrollment: 20

COURSE DESCRIPTION: A laboratory course in which experiments on human learning and memory are planned, carried out, and reported. Various methodological issues and approaches, including theory construction and testing, will be considered in detail.

PREREQUISITES: Psychology B05 (General Experimental), Introductory Statistics

TEACHING METHOD: Interactive lectures with discussions, demonstrations, research activities and report writing. Students are expected to participate in the interactive lectures.

METHOD OF EVALUATION: Evaluation will be based on submitted written work including experimental plans, paper revisions, and theory evaluations. Active participation in class discussions will also contribute to the evaluation.

READINGS: To be announced.

Sohee Park
Psychology, C14-20
SPECIAL TOPICS: BIOLOGICAL BASIS OF MENTAL ILLNESS
Time: TTh 2:30-4
Office Address: 305 Swift
Phone: 491-7730
Expected Enrollment: 30-50

COURSE DESCRIPTION: We will examine possible consequences of brain abnormalities on cognitive and emotional behaviors in this course. We will discuss neuroanatomical, neuropsychological and neurochemical theories of mental disorders and critically assess current experimental paradigms and methods. Topics include schizophrenia, mood disorders, Parkinson's disease, anxiety disorders, Alzheimer's disease, frontal lobe syndrome and others.

PREREQUISITES: Introduction to abnormal psychology (psychopathology). Some knowledge of psychobiology

TEACHING METHOD: Lectures, discussions

METHOD OF EVALUATION: Mid-term test, oral presentation, short paper and final exam

READINGS: See syllabus in the psychology office
Course packets will be available

Edward Wisniewski
Psychology, C66
COGNITIVE SCIENCE PROSEMINAR
Time: T 6-9:00
Office Address: 211 Swift
Phone: 467-1624
Expected Enrollment: 10

COURSE DESCRIPTION: This course surveys research topics in Cognitive Science by presenting a series of informal talks given by Northwestern University faculty from the various subdisciplines of Cognitive Science (cognitive psychology, AI, linguistics, philosophy, & neuroscience). Discussion among the students, instructor, and guest speaker follow each informal talk.

TEACHING METHOD AND EVALUATION: Grades are based on weekly writing assignments and participation in discussions. Teaching method involves informal guest presentations and extensive discussion among students.

READING LIST: Students will read several papers per week, provided by the guest lecturer.

Ken Paller (Psychology) and Gregory Ward (Linguistics)
Cognitive Science, B10
INTRODUCTION TO COGNITIVE SCIENCE: VISION, LANGUAGE, AND MEMORY
Time: TTh 2:30-4:00      Discussion sections: M 10, M 12, F 11, F 1
Office Address:  122 Swift and 308 Swift
Phone:  467-3370
Maximum Enrollment: 80
Email:  kap@northwestern.edu or gw@northwestern.edu

COURSE DESCRIPTION: The scientific study of the biological, psychological, and computational nature of human cognition with a focus on vision, language, and memory.  COUNTS TOWARDS CAS AREA I (NATURAL SCIENCE) DISTRIBUTION REQUIREMENT.

PREREQUISITES: None.

TEACHING METHOD: Two lectures and one discussion session per week.

METHOD OF EVALUATION: Grades will be based on three components: exams, assessments, and homework. (There is no P/N option for this class whether or not it is being used to satisfy a distribution requirement.)

EXAMS. 80% of your grade will be based on two exams of equal weight.

ASSESSMENTS. 20% of your grade will be based on 6-8 very brief in-class 'assessments', designed to assess your understanding of the previous lecture and/or the reading assigned for the current lecture. Assessments will usually be taken at the beginning of each topic, and always at the start of class.
HOMEWORK. There will be weekly, optional homework assignments. Late assignments will not be accepted.


Joan Linsenmeier
Psychology C16
EXPERIMENTAL SOCIAL PSYCHOLOGY
Time: TTh 10:30-12:00
Office Address: 311 Swift
Phone: 491-7834
Expected Enrollment: 25

COURSE DESCRIPTION: This course will begin with an overview of current research on social cognition, on how ordinary people act as informal psychologists trying to understand other people and themselves. We will also look at how our beliefs about other people affect our behavior towards them. We will then examine the more formal techniques used by social psychologists in their attempts to understand social behavior. The focus of the course will be on the theory and mechanics of doing experiments in social psychology, but we will also look at other approaches to doing social psychological research.

Students in the course will design, pretest, and evaluate original research projects dealing with some aspect of social cognition.

PREREQUISITES: B04 and B05.

TEACHING METHOD: Lecture and discussion.

METHOD OF EVALUATION: Several short papers, two class presentations, and a major paper reporting on student's original research.

READINGS. To be announced.
J. Peter Rosenfeld  
Psychology, C21  
PSYCHOBIOLOGY LABORATORY  
Time: TBA  
Office Address: 206 Cresap  
Phone: 491-3619  
Expected Enrollment: 15

COURSE DESCRIPTION: This is a laboratory course in Psychobiology. Each week the students will receive one or two introductory lectures on the particular technique to be used that week. The remainder of the weekly time (10 or more hours) will be spent in the laboratory using that technique. The content area for study involves brain wave representation of cognitive and emotional processes in humans. Therefore, the techniques utilized center around recording and computer analysis of brain waves. Between one and three original (occasionally publishable) experimental studies are done.

PREREQUISITES: C12-2 recommended (C12-1 or equivalent is sufficient). Also recommended: Computer skills, consultation with instructor.

METHOD OF EVALUATION: The quality of data generated (brain waves demonstrated, etc.) will be graded by an instructor and a teaching assistant and will comprise 75% of the grade. A final data compilation and paper on a final project will comprise 25%.

READINGS: Handouts (paid for by students).

Dedre Gentner  
Psychology, C28  
COGNITIVE PSYCHOLOGY  
Time: TTh 1-2:30  
Office Address: 213 Swift  
Phone: 7-1272  
Expected Enrollment: 90

COURSE DESCRIPTION: Introduction to the empirical and theoretical research on mental processes such as perception, memory, language reasoning, problem solving, and decision making.
COURSE DESCRIPTION: A major aspect of making difficult decisions is properly classifying the problem situation and then anticipating the consequences of potential actions. This course takes an exemplar-based approach to making decisions with emphasis on classification and prediction. Common computer algorithmic methods are examined with the idea that a machine might be programmed to imitate a human expert. To paraphrase George Bernard Shaw in Pygmalion, "Why can't a computer be more like a man?".

The course will emphasize a "hands-on" approach and will consider commercial applications of the relevant technology. Each student will be expected to write computer programs that implement the concepts and ideas covered in the course.

COURSE READINGS:
William Revelle  
Psychology, D05  
PSYCHOMETRIC THEORY  
Time: MW 10-12:00  
Office Address: 315 Swift  
Phone: 491-7700  
Expected Enrollment:

COURSE DESCRIPTION: An introduction to psychometric theory and personality assessment. The course covers theoretical and practical issues in the development and evaluation of measures of personality and ability. Heavy emphasis is given to issues of test reliability and validity. Scale construction techniques including factor and cluster analysis are discussed. The logic of multivariate structural modeling is introduced informally. The primary emphasis is upon the theory of personality measurement. Applied experience with tests or with computer applications will not be given.

PREREQUISITES: Undergraduate statistics.

TEACHING METHOD: Lecture format.

METHOD OF EVALUATION: An objective midterm and final examination as well as a short paper


Aryeh Routtenberg  
Psychology, D37-2  
NEURAL PLASTICITY  
Time: TTh 1-2:30  
Office Address: 311 Cresap  
Phone: 491-3628  
Expected Enrollment:

COURSE DESCRIPTION: We shall discuss hippocampal mechanisms related to physiological, morphological and behavioral plasticity. We focus on synaptic plasticity as regulated by phosphoproteins, be they transcription factors or growth factors. In particular, we evaluate their role in the control of transmitter peptide action, receptor function, ion channel gating, cell shape and exocytosis.
PREREQUISITES: Permission of instructor.

TEACHING METHOD: Seminars and lectures.

METHOD OF EVALUATION: Term paper and exam.

READINGS: TBA

Douglas L. Medin
Psychology, D60-20
PROFESSIONAL ISSUES
Time: F 1-3:00
Office Address: 222 Swift
Phone: 467-1660
Expected Enrollment: 10

COURSE DESCRIPTION: This course covers a variety of professional issues ranging from publishing papers and obtaining grant to ethical issues associated with research and teaching.

TEACHING METHOD: Status as a graduate student in psychology.

READINGS: Journal articles
    APA ethical guidelines
    APA Publication Manual

Lance Rips
Psychology, D60
CATEGORIZATION
Time: T 2:20-5:30
Office Address: 314 Swift
Phone: 491-5947
Expected Enrollment: 15

COURSE DESCRIPTION: This course focuses on recent theory and research on human categories. Emphasis will be placed on categories of actions and events, and on relations between category structure and inductive reasoning.

PREREQUISITES: None
READINGS: Readings will include original papers from cognitive psychology, philosophy, and artificial intelligence.

J. Peter Rosenfeld
Psychology, D72
COGNITIVE AND CLINICAL PSYCHOPHYSIOLOGY
Time: Th 6-9:00
Office Address: 206 Cresap
Phone: 491-3619
Expected Enrollment:

COURSE DESCRIPTION: A selection of readings covering brain wave representation of cognitive, emotional and other psychological states are discussed each meeting of this advanced seminar. Students present papers; instructor directs discussion.

PREREQUISITES: C12-2 or equivalent and instructors permission.

TEACHING METHOD: A basic course in physiological psychology.

METHOD OF EVALUATION:

READINGS: A set of review and original papers will be distributed.

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
French A11-3
ELEMENTARY FRENCH
C. Tournier, Coordinator
Time:  MTWTHF at 9, 10, and 12
Office Address (coordinator):  Kresge 139
Phone:  491-2654
Instructors:  See Course Schedule

COURSE DESCRIPTION:  A11-3 is the third quarter of Elementary French. Class meets five days a week. The aim of the course is to build skills in speaking, understanding, writing and reading French through study, practice, and class activities. Note that P-N is not allowed for students who take this course because of the CAS language requirement.

PREREQUISITES:  French A11-2 or consent of the coordinator (Prof. Tournier)

TEACHING METHOD:  Classes will include a variety of activities designed to help students acquire a knowledge of the basic French vocabulary and structures along with the ability to use what they have learned in situations of communication. Classes will be conducted in French except when explanation of grammar or other material may necessitate the use of English. Students are expected to prepare outside of class, to participate actively in class activities, and to work independently with laboratory materials.

EVALUATION:  Final grades are based on class performance and attendance, homework and compositions, quizzes, 2 unit tests, and a final oral exam.

TEXTS:

-Voila, Cahier d'activites ecrites et orales, Heilenman, Kaplan and Tournier, Heinle and Heinle, 1992 (second
French A21-3
SECOND YEAR FRENCH
Time: MTWTH, 9, 10, 11, 12, 1, 2
Janine Spencer, Coordinator
Office Address: Kresge 145C
Phone: 491-8259

COURSE DESCRIPTION: French A21-3 is the third quarter of a three-quarter sequence that will review and build on your present knowledge of French. It will incorporate a grammar review and a variety of activities designed to increase your fluency in speaking, understanding, reading, and writing as well as develop your awareness of cultural differences between French-speaking communities and your own. Classes meet four times a week. Completion of this course with an grade of C or better satisfies the CAS foreign language proficiency requirement. The P/N option is not allowed.

PREREQUISITE: French A21-2 or placement by Department.

EVALUATION: Class Participation, homework, quizzes, three unit tests and final project

READING LIST:
Siskin et al, Ouvertures, Holt, Rinehart and Winston, 1993
Workbook for Ouvertures

French A23-0
SECOND-YEAR FRENCH: INDIVIDUALIZED INSTRUCTION
Coordinator: Janine Spencer
Time: M-W: 10, 11, 1, 2, or T-Th: 10, 11, 2
Office Address: Kresge 145C
Phone: 491-8259

COURSE DESCRIPTION: The individualized program of second-year French is a three-quarter sequence which offers some flexibility in determining your "specialization" and rate of progress in learning French. It includes a general grammar
review (treated as an independent study), a listening comprehension program, and a choice of concentration classes. This course is not calendar-bound; students can start the first quarter at the beginning of any given quarter, except summer. Progress is measured by a series of exams (minimum 4 per quarter, no final exam), administered at regular intervals during the quarter. The exams, however, may also be taken at any time previously upon mastering a predetermined amount of material. This self-pacing and self-study feature allows students to complete the program in less than the three quarters normally required. CAS students must choose a different "specialization" each quarter. Choices are:

a) Conversation: For students who wish to develop their spoken fluency, this option will offer a variety of activities requiring active oral participation.

b) Composition: For students who wish to develop their writing skills, this option is conducted as a workshop where students will write in small groups.

c) Civilization: For students who wish to develop a cultural awareness, this option deals with the cultural characteristics of French-speaking communities around the world.

d) Literature: For students who wish to develop their reading skills, this option will teach strategies for understanding and enjoying modern short stories.

e) Theater Workshop: For students who have already completed one quarter of French A23 and wish to improve their speaking, reading and writing skills through the study and performance of theatrical texts.

PREREQUISITE: Placement by department or permission of coordinator.
P/N is not allowed for CAS students who are taking the course to satisfy the language proficiency requirement.

READING LIST:
French A27-3
SECOND YEAR FRENCH FOR READING
Instructor: Anne Landau
Time: MWF 9:00
Office: Kresge 138
Phone: 491-8263

COURSE DESCRIPTION: This course is the third term in a three term sequence. Successful completion with a C or better will satisfy the CAS foreign language requirement.

The purpose of A27 is to develop gradually the student's ability to read French accurately and readily. While A27-1 and A27-2 focused on mastering the basic elements of French syntax and grammar, A27-3 focuses on the reading of selected literary texts. The intermediate level anthology was chosen for this purpose. Texts will be read and discussed for their literary value and enjoyment.

Students are expected to attend class regularly, prepare all assignments, and participate as actively as possible. Classroom discussions are in English as is all written work.

EVALUATION:
Class participation 40%
Tests (4) (15% each) 60%

There is no final exam.

TEXTS: TBA

French B01-3
INTRODUCTION TO FRENCH STUDIES
Office (coordinators): Kresge 145 C/139
Phone: 491-8259, 491-2654
Instructors: see schedule
Time: MWF at 10, 11, and 1

COURSE DESCRIPTION: French B01-3 is the third quarter of third-year course designed primarily for students who have
completed a second-year French course at Northwestern. The goal of this course is two-fold: first, to build progressively towards fluency and accuracy in speaking, comprehension, reading and writing French through practical exercises, activities and discussions. Secondly, B01 will introduce students to a sampling of social and cultural topics central to an understanding of France and French-speaking peoples. Classes meet three times a week and are conducted in French. Students are expected to attend class regularly and prepare outside of class.

EVALUATION: Class participation, regular oral and written assignments, quizzes, 2 midterms and a final project.

PRE-REQUISITES: CAS proficiency in French (French A21-3, 3rd quarter of French A23, B01-1 and/or B01-2, or placement by department).

TEXTS: -Ianziti, McCarthy and Spencer, Et a votre avis...? Holt, Rinehart and Winston, 1991 (SBX and Norris)
-Sagan, Bonjour Tristesse, Livre de Poche (Norris)

Suggested reference texts (for all B-level courses):
-Le micro Robert de poche (Norris)
-Carlut & Meiden, French for Oral and Written Review, Holt 1993 (SBX or Norris)

French B02
WRITING WORKSHOP
Time: MWF 10 and 12
Coordinator: Janine Spencer (491-8259)

COURSE DESCRIPTION: This course is designed to develop and improve your writing skills through a variety of activities. Selected grammar points will be discussed in class. Homework will include short writing exercises, compositions and the preparation of grammar exercises.

PREREQUISITES: B01-1 and/or B01-2, an AP of 4, or placement by the department.

TEACHING METHOD: A writing workshop, with written and oral activities organized around communicative strategies. Students will be expected to prepare at home and/or the
computer lab for each class session.

EVALUATION:
- Class participation, homework, quizzes  60 %
- 2 exams 40 %

REQUIRED TEXTS: Available at Norris Bookstore and SBX
- Gerrard et al, En train d'ecrire, McGraw-Hill, 1993

RECOMMENDED REFERENCE MATERIAL:
- Collins Robert French-English, English-French Dictionary (or a good bilingual dictionary).
- Micro Robert de Poche (or a good French-French dictionary).

OTHER SUGGESTED MATERIALS:
- Microsoft Word Proofing Tools for Macintosh, Alki Software Corp, Available at Norris Microcomputer Store.

French B03
INTERMEDIATE CONVERSATION
Time:  MWF 10:00
Instructor:  C. Tournier
Office:  Kresge 139
Phone:  491-2654

COURSE DESCRIPTION:  This course is designed to build fluency in speaking and understanding French. Classes will concentrate on increasing listening comprehension, building vocabulary and idiom use, and enhancing communication skills.

PREREQUISITE:  French B02. Permission from the French department is required (go to Kresge 145D to obtain a permission slip during registration).

TEACHING METHOD:  Spoken activities in class organized around communicative strategies needed to carry on a meaningful conversation. Students are expected to prepare at home for each session as well as to listen to conversations on tape (individual audio-cassette provided with textbook). There is also a video program watched in class for listening
comprehension.

EVALUATION: The final grade will be based on class participation, a listening comprehension midterm and a final oral exam.


Instructor: Gerald Mead
FRENCH B04-0
ADVANCED INTERMEDIATE CONVERSATION
Time: MWF 12 noon
Office: Kresge 146 C
Phone: 1-7567, 1-8262

COURSE DESCRIPTION: An advanced intermediate course designed to build fluency in speaking and understanding French. Classes will concentrate on increasing listening comprehension, building vocabulary and idiom use, and enhancing oral communication skills.

PREREQUISITE: French B02 or B03 or permission of instructor. Note that a permission slip, available in the French Department, is required for registration.

TEACHING METHOD: French B04 will use daily news broadcasts received by satellite from France rather than a primary text. Students will be required to view videotaped broadcasts in the Multi-Media Learning Center in preparation for class discussion and conversation. Cultural notes and vocabulary aids will be provided for each program. Individual presentations. In addition, there will be some basic exercises in pronunciation including individual tape recordings and some outside reading required for individual presentations.

EVALUATION:
General participation 20%
Weekly pronunciation recordings 20%
Exercises, quizzes 20%
Individual presentation 10%
Mid-term exam 10%
Final exam 20%
No specific text required; some photocopied handouts. Students should have a good (i.e., not pocket-book size) French/English, English/French dictionary, for example Harrap's French Dictionary or Harper-Collins-Robert.

Instructor: Anne Landau
French B10-0
INTRODUCTION TO FRENCH LITERATURE
Time: MWF 10:00
Office: Kresge 138
Phone: 491-8263

COURSE DESCRIPTION: When we study literature, what resources do we bring to its interpretation? How do we judge a work, its relevance, its potential? Is it well written? Does a text play on different levels? Whom does a text address? Is its form an appropriate vehicle for its content? Do I . . . the reader or viewer, enter into a relation with it . . . the work? These are questions we will address as we study examples of major genres (fiction, drama, poetry).

In this course, students will analyze specific parts of texts or film, or specific poems. Through class discussions and a series of short papers and presentations, they will assess the relation of content to form. In doing so, they will develop a terminology useful in talking and writing about literature. They will then be asked to evaluate their relation to the work, making the reader's or viewer's participation part of the whole intended literary process.

PRE-REQUISITE: French B02, AP of 5, departmental placement.

EVALUATION: Class participation; oral presentation; written papers (in French).

READING LIST: TBA

Instructor: Gerald Mead
French B80-2
INTRODUCTION TO FRENCH CIVILIZATION: CONTEMPORARY FRANCE
Time: MWF 1:00
Office: Kresge 146 C
COURSE DESCRIPTION: A broad introduction to France today, designed to help students understand daily life and current events as presented in newspapers and on television. A basic text will provide background material on the physical aspects of France, its government and politics, social life including the family, work, and social services, and cultural aspects, including language, religion, immigration, education, and the media. This material will be supplemented by current articles, readings from newspapers, and selected French TV broadcasts. The course will be conducted in French.

PREREQUISITE: B02 or B03 or permission

TEACHING METHOD: Occasional short lectures, class discussion, individual student presentations

EVALUATION: Grades will be based on class participation, individual presentation, midterm exam, and a final paper.


Class handouts

Instructor: Anne Moreau
French CO3

ADVANCED CONVERSATION
Time: MWF 10:00 and 11:00
Office: Kresge 128
Telephone: 491-8263

COURSE DESCRIPTION: The goal of this course is the development of oral proficiency through speech functions, conversational routines and patterns. In order to achieve this goal, emphasis will be put on extensive examination of French press and French television news, and spontaneous expression through dialogues and discussion. Special emphasis will be placed on group work and culturally appropriate usage.

METHODOLOGY: Audio-visual and spoken dialogic based on homework and lab preparations.
EVALUATION: Students will be evaluated on oral individual presentations and also on a group basis. Preparation and participation will also be important parts of the final evaluation. Therefore regular attendance is essential. Mid-term testing the oral comprehension of the student. Final exam based on group presentation and final individual interview.


PREREQUISITES: BO2, BO3, CO2-1 & -2, or consent of instructor.

Instructor: Tilde Sankovitch
French C15-1
FRENCH LITERATURE AND CULTURE
Time: MWF 9:00 am
Office: Kresge 141
Phone: 467-1448 or 491-5490.

C15-1,2,3 is a three-quarter sequence required for French majors.
Non-majors may take each quarter separately for credit.

DESCRIPTION: In the Spring quarter the course will concentrate on French literature from the Middle Ages to the classical theatre of the 17th century. We will study a number of medieval texts in the context of the socio-cultural and spiritual phenomena of the age (Christianity, feudalism, the crusade spirit, courtliness, the rise of the urban middle class). Sixteenth century French writers and thinkers tend to reject the accomplishments of their predecessors, and instead participate enthusiastically in the rich diversity of new intellectual and aesthetic experiences proposed by the discoveries of the period, by the Italian Renaissance, and by the international Humanist movement. Their writings express some of the aspirations, problems, and achievements of the age, as well as the crisis of Humanism and of French society which mark the latter part of the 16th century. Seventeenth century classicism represents, at least in part, an effort towards a re-establishment of artistic/social/political discipline and authority, while it deals also with its own
subversive tensions and contradictions.

METHODOLOGY: Lectures and discussions

EVALUATION: Class participation; three short papers; one final exam. Non-majors may write the papers in English, but class discussion and lectures are conducted in French.

TEXTS: Readings will include a choice of medieval texts, as well as works by Rabelais, Montaigne, Racine, and Moliere.

Instructor: Sylvie Romanowski
French C75
CONTEMPORARY FRENCH WOMEN'S WRITING
Time: T TH 10-11:30
Office: Kresge 150E
Phone: 491-2772

COURSE DESCRIPTION: In this course we will read various types of texts by French fiction women writers, novels and short stories, along with a few critical texts to help us understand the various issues relating to French feminism, and problems concerning the writing of fiction by women. We will discuss their philosophical and social context, the variety of critical approaches that can be utilized, and the question of whether or how we can talk about "women's writing."

TEACHING METHODOLOGY: Short lectures, principally class discussion, short oral reports by students.

EVALUATION: The students will write several short papers, as well as a longer paper in lieu of a final exam. The students will also be evaluated on their performance in class discussions.

READING LIST: The list will include works by Beauvoir, Colette, Duras, Sarraute, Wittig, among others. All the works will be read in English translation.

Instructor: Jane Winston
French C80
POLITICAL AND SOCIAL THOUGHT IN FRANCE
COURSE DESCRIPTION: From the late 1930s through the 1960s, France experienced several social and political traumas. This course will concentrate on two key sets of events—World War II and the German Occupation, and the colonial liberation movements, particularly the Algerian War for Independence. Our readings include Resistance newspapers, Sartre's Reflections sur la question juive and Duras's war journal, as well as anti-Semitic newspapers and texts by Céline, La Rochelle and Rebatet. On the colonial struggles, we will study Sartre's Orphée noir, selected works by poets of negritude, and Franz Fanon's Peau noire, masques blancs. We will also view at least two films, Nuit et brouillard and The Battle of Algiers. Throughout the quarter, our central concern will be the ways in which French and Francophone intellectuals interpreted and reacted to these events, and their profound and lasting impact on French political and social thought.

TEACHING METHOD: Class discussion and short lectures.

EVALUATION: Class participation will play a large role in student evaluation: students are expected to keep their readings current and contribute often and in meaningful ways to our discussions. Students will also be responsible for two written assignments and several brief oral reports.

REQUIRED TEXTS:
Marguerite Duras, La Douleur
Franz Fanon, Peau noire, masques blancs; (perhaps also Les damnés de la terre)
Alain Finkielkraut, La Memoire vaine
Jean-Paul Sartre, Reflections sur la question juive
Senghor, Anthologie de la nouvelle poésie negre et malgache; preface de Sartre, L'Orphée noire
Vercors, Le Silence de la mer

Texts are available at Great Expectations Bookstore, 911 Foster Street, Evanston. Most are also available in the Reserve Room at NU Library. Course reader packet available at Quartet Copies, 818 Clark,
Evanston.

Instructor: Todd Straus
French C90
FRENCH PLAY
Time: T TH 3-5:30
Office: 145B Kresge
Phone: 491-8258

COURSE DESCRIPTION: Students in this course constitute a French Theatre Troupe whose purpose is to stage a French play at the end of the Quarter. Students participate in French in every aspect of the preparation and performance of the play -- from learning, rehearsing and performing a role and discussing the text to making props, imagining costumes, making masks, and writing parts of the program. In addition to the regularly scheduled class hours, there will be evening and/or weekend rehearsals which will be arranged to suit the schedules of the student participants. The choice of a specific play will depend upon the number of students who enroll in the course.

Instructor: Sylvie Romanowski
French D30
MODERNITY IN THE SEVENTEENTH CENTURY
Time: TH 1-3:30
Office: Kresge 150E
Phone: 491-2772

COURSE DESCRIPTION: The concept of modernity admits of many definitions: for some, modernity starts in the Renaissance, for others, it starts with the Enlightenment, or with the French Revolution and for still others, in the later part of the 19th century. A case can be made for the view that the 17th century ushers in modernity. In between the Renaissance, often taken as a defining break with the medieval period, and the Enlightenment culture, which is generally considered as modern--and opposed to post-modern--the 17th century occupies a crucial place in that it processes the previous era's achievements, and lays the groundwork for the Enlightenment culture. In this course, we will read texts that exhibit some more or less pronounced awareness of a change from the past, and we will discuss the various concepts of the past and
present that emerge from these works. We will accompany our readings with various critics' discussions of the notion of modernity in the 17th century.

EVALUATION: The course will conducted as a seminar, that is with participation by all the students, and oral reports by students on their outside readings and research project. Each student will undertake to write a paper on any aspect of the literature and criticism. The course will be conducted entirely in French.

TEXTS: Reading list of works (tentative):
Corneille, Horace
Corneille, L'illusion comique
Racine, Phedre
Descartes, Discours de la Methode
Moliere, Tartuffe
Pascal, Pensees (extracts)
La Bruyere, Caracteres
la querelle des Anciens et des Modernes (selected texts)
poetry (selections)

Reading list of critical works (partial):

French D60-0
STUDIES IN 20TH CENTURY: Passages From Modernism to Postmodernism
Instructor: Scott Durham
Time: M 3-5:30
Office: Kresge 131
Phone: 491-4660

COURSE DESCRIPTION: An examination of a number of experimental texts (as well as some films) in light of the modernism/postmodernism debate. The course will begin with an exploration of the terms of the debate through a juxtaposition of modernist and postmodernist treatment of the same "problem" (multiperspectival narrative) in Gide (Les Faux-Monnayeurs) and postmodernist film (Altman's Shortcuts and Tarantino's Pulp Fiction). The shifting relation of the "literary machine" to its social and institutional outside in modernity and postmodernity will then be explored through readings of Proust (Du Cote de Chez Swann), Sartre (Le Sursis), Beckett (Molloy), Genet (Notre-Dame-des-Fleurs) and Klossowski (Le Baphomet). Secondary texts will include essays by Jameson, Baudrillard, Deleuze, Foucault, Blanchot, Bersani, Sartre and Hollier.

TEACHING METHOD: Seminar format; discussion with some short lectures.

EVALUATION: Oral presentations and a final paper.
Italian A01-3
ELEMENTARY ITALIAN
Concettina Pizzuti, Course Coordinator
Time: MTWTF 10, 11:00 & 12
Office: Kresge 142
Phone: 467-1987

COURSE DESCRIPTION: This course is the third in a three-quarter course sequence of beginning Italian. The objective of the course is to continue to build basic skills in understanding, speaking, reading and writing Italian through daily practice. This quarter will place particular emphasis on the oral skill. Classes are conducted in Italian except when explanation of grammar or other material necessitates the use of English.

PREREQUISITE: A01-2 or permission of course coordinator.

TEACHING METHOD: Grammar will be taught inductively and practiced in the classroom. Conversation skills will be developed through oral exercises, and "situations".

EVALUATION: Class performance, quizzes, written and oral finals.

TEXTS: Danesi, Adesso, 1992
    Workbook and Lab Manual for Adesso!

Italian A02-3
INTERMEDIATE ITALIAN
Concettina Pizzuti, Coordinator
Time: MTWF 10:00 & 1:00
Phone: 467-1987
Office: 142 Kresge

COURSE DESCRIPTION: The course is designed to build on basic skills in Italian language through grammar review, cultural
and literary readings, and the integration of audio/video material. The 1:00 section will concentrate on THEATRE, as in the two previous quarters.

PREREQUISITE: Italian A02-2 or permission of course coordinator.

TEACHING METHOD: Class time will be divided between oral exercises (students review grammar at home) and the sharpening of conversation skills. Class is conducted in Italian except when explanation of grammar or other material may necessitate the use of English.

EVALUATION: Grades will be based on class participation, quizzes, a written and oral final.

TEXTS: Habekovic, Insieme, 1994
*An Italian-English/English-Italian dictionary is highly recommended (Garzanti, Collins-Sansoni)

Italian A33/34-3
INTENSIVE ITALIAN
Concettina Pizzuti, Course Coordinator
Time: MTWTHF 3-5:00
Office: Kresge 142
Phone: 467-1987

COURSE DESCRIPTION: Italian A33/34 is an intensive program at the elementary and intermediate levels. Designed as an alternate to the A01-A02 sequence, it allows students to complete two years work in three quarters. Students must enroll in both A33 and A34 concurrently and will receive one credit and a grade for each course. The entire year's sequence of A33-1,2,3 and A34-1,2,3 will have to be completed in order to fulfill the language requirement for CAS. Italian A33/34 is not an individualized language course. Students must attend classes as well as carry out some individual laboratory assignments.

A student may complete the language requirement in 3 quarters rather than 6 through this course. Those interested in pursuing advanced courses in Italian will be able to do so by the beginning of their fourth quarter of studies in the
language. A student with previous language training or linguistic ability may go at a faster pace than possible in a normal class situation.

Students not completing the entire 3-quarter sequence can continue in an A01 or A02 program equivalent to their level of achievement.

PREREQUISITE: Italian A33/34-2 or permission of course coordinator.

TEACHING METHOD: Class time will be divided between oral exercises (students review grammar at home), the development of basic conversation skills, and particular emphasis will be placed on oral skill. Grammar will be taught inductively. Video tapes, magazines, slides and recordings will be used to supplement the chosen textbook. Class is conducted in Italian except when explanation of grammar or other material may necessitate the use of English.

EVALUATION: Grade will be based on class performance, presentations, quizzes, a written and oral final.

CREDITS: Two units per quarter. Completion of this intensive language program with a grade of "C" or better will fulfill the CAS foreign language requirement. P/N allowed, but will not fulfill CAS requirement.

TEXTS:
Danesi, Adesso, 1994
Packet of reading material to be purchased in class

Italian B03
UNIFIED ITALY
Concettina Pizzuti, Instructor
Time: MWF 11:00
Office: 142 Kresge
Phone: 467-1987

COURSE DESCRIPTION: This course is based on the culture of Italy after its unification. Major historical events will be discussed, like the Risorgimento, World War I, Fascism, World War II and the period after the war. Literary movements to be included in the course are: Verism (Verga), Futurism
Italian B75
DANTE'S DIVINE COMEDY
Instructor: Albert R. Ascoli
Time: MWF 11:00
Office: Kresge 127B
Phone: 491-5493

Taught in English--No Prerequisites--Discussion Section Required

Fulfills Division VI Distribution Requirement

COURSE DESCRIPTION: An introduction to the Divine Comedy of Dante Alighieri. This remarkable poem, arguably the most ambitious of the western tradition, was written during the first decades of the 14th century by an embittered political exile in a language (Italian) that had never before been used for a literary project of such scope. Through readings of the whole of Inferno, together with extensive selections of Purgatorio and Paradiso, we will explore the textual dimensions of this remarkable imaginative achievement: the representation of a voyage that encompasses the totality of the medieval cosmos, from lowest Hell to the Heaven of Heavens; that depicts a dramatic range of earthly human experiences; and that, above all, enacts the personal drama, spiritual and creative, of one individual, Dante himself. We will also, as the text requires of us, place Dante and his poem in relation to their principal literary, cultural, and historical contexts. The Comedy is at once the product of the local circumstances of late medieval Italy and communal Florence and a climactic moment in the general sweep of
western European history, going back to the Roman Empire and the first stirrings of the Christian religion. It draws simultaneously on the monumental achievements of Virgilian epic and the nascent vernacular traditions of Provencal and Italian lyric poetry. It reflects both the great intellectual spiritual movements of the late middle ages: Franciscan spiritualism and the Scholastic revival of Aristotelian philosophy, and anticipates a Renaissance to come. It combines deep commitment to the political and social institutions of this world with a transcendent faith. Above all it everywhere probes the fundamental question that haunts western culture from its inceptions: how can we learn to reconcile how we love with what we know?

METHOD OF INSTRUCTION: Lecture and discussion

COURSE REQUIREMENTS: attendance and participation; mid-term examination; short paper (5 pp.); take-home final (10 pp.)

TEXTS:
Dante Alighieri, The Divine Comedy
selections from Vergil, Aeneid and Augustine, Confessions and City of God
Daniel Bornstein, Dino Compagni's Chronicles of Florence
Rachel Jacoff, ed., The Cambridge Companion to Dante (recommended)

Italian C10-2
STUDIES IN DANTE: Dante's Cities: Pur Albert R. Ascoli
Instructor: Albert R. Ascoli
Time: TTH 1:00-2:30
Office: Kresge 127B
Phone: 491-5493

Knowledge of Italian Required

Previous Enrollment in Italian C10-1 not Required

COURSE DESCRIPTION: In this course, Dante's Divine Comedy will be studied as the product of an encounter between the cultural-political realities of late 13th century Florence (banker to Europe and center of a new, post-feudal, mercantilism), on the one hand, and ideal classical and Christian typologies of the human city on the other
(specifically, Virgil's epic of the foundation of Rome, and
St. Augustine's spiritualization of empire in the City of
God). The core of the seminar will be a series of readings
in the last two canticles of the Commedia, Purgatorio and
Paradiso. These will be supplemented by a variety of
contextual materials: 1) social, political, and philosophical
background; 2) the classical and Christian models mentioned
above. Our aim: to describe the complex creative engagement
of Dante Alighieri with his cultural heritage and historical
situation, which made the Commedia at once the summa of the
Christian and aristocratic Middle Ages and the natural
product of a new, bourgeois, secular world, centered in city
and nation, which was soon to supplant forever the medieval
order. This course is a continuation of C10-1.

METHOD: lecture and discussion

REQUIREMENTS: attendance and participation, in-class reports
and short papers (2-3 pages), take-home final or term paper.

TEXTS (available at Norris, additional readings in xerox):

Dante Alighieri, Commedia
Virgil, Aeneid
Rachel Jacoff, ed. The Cambridge Companion to Dante

Italian D10-2
STUDIES IN DANTE: Dante's Cities: Purgatorio and Paradiso
Instructor: Albert R. Ascoli
Time: TTH 1:00-2:30
Office: Kresge 127B
Phone: 491-5493

Knowledge of Italian Required

Previous Enrollment in Italian D10-1 not Required

COURSE DESCRIPTION: In this course, Dante's Divine Comedy
will be studied as the product of an encounter between the
cultural-political realities of late 13th century Florence
(banker to Europe and center of a new, post-feudal,
mercantilism), on the one hand, and ideal classical and
Christian typologies of the human city on the other
(specifically, Virgil's epic of the foundation of Rome, and
St. Augustine's spiritualization of empire in the City of God). The core of the seminar will be a series of readings in the last two canticles of the Commedia, Purgatorio and Paradiso. These will be supplemented by a variety of contextual materials: 1) social, political, and philosophical background; 2) the classical and Christian models mentioned above. Our aim: to describe the complex creative engagement of Dante Alighieri with his cultural heritage and historical situation, which made the Commedia at once the summa of the Christian and aristocratic Middle Ages and the natural product of a new, bourgeois, secular world, centered in city and nation, which was soon to supplant forever the medieval order. This course is a continuation of D10-1.

METHOD: lecture and discussion

REQUIREMENTS: attendance and participation, in-class reports and short papers, final term paper (15 pages).

TEXTS: (available at Norris, additional readings in xerox):

Dante Alighieri, The Divine Comedy
Virgil, Aeneid
Rachel Jacoff, ed. The Cambridge Companion to Dante
Spring 1995 Course Descriptions

0459 Hispanic Studies - Portuguese

Vera R. Teixeira
Portuguese A01-3
Intensive Elementary Portuguese
Time: M,T,W,Th,F 12:00
Office Address: 138 Kresge
Office Phone: 491-8283

COURSE DESCRIPTION: Intensive language for beginners. Regular attendance to classes (5 hours), and independent laboratory work (5 hours) are required each week. This program emphasizes mastery of spoken Brazilian Portuguese as the foundation for advanced training in oral expression, comprehension, reading and writing.

P/N is not allowed for majors or to fulfill the foreign language requirement

TEACHING METHOD: Classroom drills by a native speaker are followed by individual practice in the Language Laboratory. Written work is also required.

EVALUATION: Class participation, quizzes, oral/written midterm, oral/written final. This course also offers basic information as well as insights into the history and culture of the Portuguese-speaking countries of Europe, Africa and America.

A01-1,2,3 is a prerequisite for admittance to Port C03, ADVANCED PORTUGUESE; Port. C05, and/or Port. C06, BRAZILIAN LITERATURE.

Vera R. Teixeira
Portuguese C97-0
TOPICS IN LUSO-BRAZILIAN CULTURE AND CIVILIZATION
Time: TBA
Office Address: Kresge 138
Phone: 491-8283
COURSE DESCRIPTION: This course proposes to study topics and themes related to: a) the land; b) the people; c) society; d) culture; e) religion; f) celebrations and g) historical and current issues.

TEACHING METHOD: Lectures, class presentations, and class discussions. Classes will be conducted in English.

EVALUATION: 3 short papers (3-5 pages) on selected major themes to be presented for class discussion (25%); a midterm (25%), final examination (25%), and class participation (25%).

READING LIST: The reading list has not been compiled at this time. Readings will include selections from such works as:

David T. Haberly - Three Sad Races: Racial Identity and National Consciousness in Brazilian Literature
Rollie E. Poppino - Brazil: The Land and the People
Donald E. Worcester - Brazil: From Colony to World Power
Bradford E. Burns - A History of Brazil
Alfred Stepan - Democratizing Brazil

All required readings will be English translations of the Portuguese texts, or of studies originally available in English. Papers may be written in Portuguese, Spanish, or English.

TOPICS:

1. Geography: physical and political characteristics
2. Territorial expansion: north-south, east-west
3. The Portuguese language and national unity
4. The northeast: the cradle of the nation
5. The European, the Indian and the African heritage
6. Samba & Carnaval & Soccer
7. Syncretism
8. The Brazilian
9. The challenge

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
0463 Hispanic Studies - Spanish

Renate Robinson, Coordinator
Hispanic Studies A01-3
Elementary Spanish
Time: MTWF 9, 10, 11, 12, 1
Office Address: 133 Kresge
Phone: 491-8277

COURSE DESCRIPTION: This is the third quarter of the standard three-quarter introductory Spanish sequence. It meets four days a week in regular class sessions, including approximately one hour in the language laboratory. Emphasis is placed on speaking, reading, writing, and oral comprehension. Students will be presented with audio-visual material to further develop listening and conversation skills.

PREREQUISITE: A01-2

P/N is not allowed for majors, or to fulfill the foreign language requirement.

EVALUATION: Homework, quizzes and examinations, oral interviews, compositions and class participation.


TBA Supplementary Readings

Renate Robinson, Coordinator
Hispanic Studies A15-2
ACCELERATED FIRST-YEAR SPANISH
Time: MTWF 9, 10, 11, 1
Office Address: Kresge 133
Phone: 491-8277

COURSE DESCRIPTION: For students with some previous
experience in Spanish. Four class meetings per week plus one hour per week in the language laboratory. Emphasis is placed on speaking, reading, writing, and oral comprehension. Students will be presented with audio-visual material to further develop listening and conversation skills.

PREREQUISITES: A15-1 P/N is strongly discouraged

EVALUATION: Homework, quizzes and examinations, oral interviews, compositions, class participation, and a video activity.


TBA Supplementary Readings

Available at Norris Center Bookstore

Sonia Garcia
Hispanic Studies A02-3
INTERMEDIATE SPANISH
Time: MTWF 8,9,10,11,12,1,2
Office Address: Kresge 136
Phone: 491-8280

COURSE DESCRIPTION: This is the third quarter of the A02 sequence. Students will continue their studies of the main grammatical structures of Spanish and will read literary and cultural selections and a novel in Spanish. Students will be presented with audio-visual material to further develop listening and conversation skills.

PREREQUISITE: Completion of A02-2 or placement at A02-3 on the departmental placement system. P/N is not allowed.

EVALUATION: Classroom participation, attendance, an oral interview, compositions, departmental exams, and a video activity.

READING LIST: -Spinelli, Garcia, & Galvin, Interacciones, Student Tape and Workbook /Lab Manual; Holt, Rhinehart & Winston
 ROOT DESCRIPTION: Imagine the perils of a group of Eastern European Jewish immigrants determined to become farmers and ranchers in the plains of Argentina just one hundred years ago. They faced locusts, drought, floods, and harsh landlords, but they created a community of culture. Because of economic hardships and the restrictions surrounding the purchase of land, the second generation moved on to the major cities of Argentina. These Jewish Gauchos planted wheat and alfalfa and harvested doctors, lawyers, and writers. Their story is told in glowing terms by the early twentieth century essayist and short story writer, Alberto Gerchunoff and with savage irony by the novelist Mario Szichman.

The course will focus on the figure of the Argentine cowboy, the gaucho, and how that figure has evolved in literature and film. We will see movies about the gauchos and read excerpts of the ballad Martin Fierro. We will consider Sarmiento's ideas on the Pampa in Facundo, and we will study works by and about the Jewish Agricultural colonies and decide whether those intrepid immigrants really were Jewish Gauchos. Current issues on Jewish life in Latin America will also be discussed.

TEXTS:
Alberto Gerchunoff, The Jewish Gauchos (reserve room)
Jose Hernandez, Martin Fierro - selections (Norris)
Domingo Sarmiento, Civilization and Barbarism - selections (Norris)
Mario Szichman, At 8:25 Evita Became Immortal (Norris)

BACKGROUND MATERIALS:
Genesis 1-37
Mark Freeman, The Yiddish Gauchos (1 hr. video in Media
COURSE REQUIREMENTS AND EVALUATION:
Position paper (750-1000 words) 10%; Research question and preliminary bibliography 10%; Research paper (3000-4000 words) 30%; Oral report on Research paper 10%; Group presentation 10%; Class discussion 30%

Dario Fernandez-Morera
Spanish B01-2
INTRODUCTORY SURVEY OF SPANISH LITERATURE
Time:  TTh 10:30-12
Office Address: Kresge 244
Phone: 491-8281

COURSE DESCRIPTION: Instruction in the reading and analysis of important authors of the Spanish Golden Age: Garcilaso, the Mystics, Cervantes, Quevedo, Lope de Vega, Calderon, etc. Attention will be paid to the historical background and to thinkers like Francisco de Vitoria and Luis Vives.

No P/N.

TEACHING METHOD: Lecture and discussions.

EVALUATION: Student participation, mid-term, final exam.

READING LIST: to be announced. Available through Norris Center Bookstore.

0463 Hispanic Studies B02-3
Susan Herman
INTRODUCTION TO THE LITERATURE OF LATIN AMERICA (IN SPANISH)
Time:  MWF 10
Office address: Kresge 241
Phone: 491-8249

COURSE DESCRIPTION: In this course we will study a sample of the writing produced in Spanish America from the pre-Hispanic
period (pre-1492) to the late sixteenth century. In particular, we will concentrate on issues related to the representation of the conquest of America. What kinds of philosophical and literary imaginations were produced around this event? How did the various visions of the conquest interact with one another? We will explore these questions through the analysis of texts written from the perspective of the vanquished indigenous peoples, the Spanish conquistadores, and some of Spain's most notable thinkers of the time.

TEACHING METHOD: Lectures, readings and class discussion in Spanish.

EVALUATION: Periodic two-page critical reading reports, midterm, final exam, and class participation.

READINGS: M. Lopez-Portillo, El reverso de la conquista Course Reader

Final list of readings is still to be determined, but selections will be from Mayan, Aztec, Incan, and Taino cultures, as well as excerpts from Cristobal Colon, Hernan Cortes, Bernal Diaz del Castillo, Bartolome de las Casas, Alonso de Ercilla, and others.

Lois Barr, Coordinator
Hispanic Studies B03-3
COMPOSITION AND CONVERSATION 9, 10, 11, 12, 1, 2 MWF,
Office Address: Kresge 136
Office Phone : 1-8136

COURSE DESCRIPTION: SECTIONS 20, 21, 22, 23, 25, 26, 27, 28* *(See separate description for section 24.)

B03 is an intermediate level Spanish course designed to improve students' skills in all areas: speaking, listening, reading comprehension, and writing. Conversation and composition centers on current issues of importance in the Hispanic world, and topics are drawn from recent films, novels, essays, and plays. The spring quarter focuses on the Hispanic community in the United States and the relations of
this country with its closest neighbors, Cuba and Mexico. Students will examine the media, explore the neighborhoods of the Hispanic community, and read a novel as well as short selections by and about Latinos.

EVALUATION:  Class participation
2 oral presentations
Midterm
4 compositions
Final Exam

TEXTS:      M. Dominicis, Repase y escriba (Norris)
C. Garcia, Sonar en cubano (Norris)
Course packet (Kresge 236)

Penny Nichols Fahey
Hispanic Studies B03-3 (Section 24)
CONVERSATION AND COMPOSITION:  INTRODUCTION TO SPAIN & PREPARATION FOR STUDY ABROAD
1 MWF
Office Address:  Kresge 137
Phone:  491-8276

COURSE DESCRIPTION:  This course will provide an introduction to contemporary Spanish society, culture and politics, with an emphasis on the cultural and linguistic transitions necessary for successful study abroad. Special attention is given as well to the development of fluency and accuracy in the speaking, comprehension, and writing of Spanish. The course is conducted entirely in Spanish. It is designed for, but not limited to, students planning to study in Spain. Enrollment preference will be given to those students.

PREREQUISITES:  Hispanic Studies A02-3 or the equivalent.

REQUIREMENTS:  Active class participation, group oral presentation; four compositions; and a final exam.

READING AND STUDY FROM:
Spanish National Television Newscasts
Current Spanish films
Readings from current Spanish periodicals
Course packet readings: essays on contemporary Spain
COURSE DESCRIPTION: Reading and commentary of Don Quijote. The first in the genre and still the novelists' novel, Don Quijote is also the best mirror of life in Spain at the beginning of the XVIIth. century. Its main characters have, nonetheless, a universal transcendence, valid for all times, and their adventures are as interesting today for us as they were then. The reading of Don Quijote is also the obligatory cultural exercise of whoever tries to learn about the Hispanic world. We shall read it, then, as much to amuse ourselves as to agonize with the Knight of the Sorrowful Countenance, to learn good Castilian Spanish as much as to learn how to be humane.

PREREQUISITES: A fair knowledge of Spanish, generally the proficiency achieved after B courses in literature, or permission of the instructor.

TEACHING METHOD: Previous reading by students of chapters assigned for each class. Instructor's presentations of pertinent themes. General discussion.

GRADING: Class participation: 25%. Final exam: 35%. Final paper (5-10 pages): 40%.

TEXT: Miguel de Cervantes, Don Quijote, ed. Martin de Riquer [Norris Center Bookstore]
cultural and ethical terms, of a society in transition from a preindustrial state to an industrial one. Placed in the European context, it becomes the "problema de España", the confrontation between Spain's historical sense of itself and the felt need to face modernity through Europeanization.

This course will explore the literature that gives shape to the social institutions, historical events, and other factors which circumscribe the reality of 20th century Spain and both challenged the Second Republic (1931-1936) and brought on the Civil War (1936-1939). It will focus on literature dealing with 1) urbanization and the rise of organized labor, 2) the Church, 3) the Army, and 4) regionalism.

PREREQUISITES: B-level language or literature course.

TEACHING METHOD: Lectures and discussion in Spanish.

EVALUATION: Based on class participation, a paper, and a final exam.

READING LIST: Available at Norris Center Book Store
Juan Marse, El Amante bilingue, (Planeta)
Pío Baroja, La Busca, (Caro Raggio)
Pío Baroja, El arbol de la ciencia
Miguel de Unamuno, Como de hace una novela, (Alianza)
Ramon del Valle-Inclan, Luces de Bohemia, (Austral)
Ramon Sender, Requiem por un campesino espanol, (Destino)

John Dagenais
Hispanic Studies C94-7
JUNIOR TUTORIAL: Manifest Destiny: Latinos in the US in the 21st Century
Time: T 1-2
Office Address: 232 Kresge
Phone: 491-8126

DESCRIPTION: "Manifest Destiny" was a concept used in the nineteenth century by Americans of Northern European ancestry to justify their expansion from the Atlantic coast to the Pacific, their appropriation of all the lands between the oceans, and their destruction of indigenous peoples and cultures. This Junior Tutorial will explore the proposition that Northern Europeans' concept of Manifest Destiny was, at
best, short-sighted. If there is such a thing as Manifest Destiny at all, it is that the Western Hemisphere is destined to belong to peoples whose cultural roots reach back both to the Iberian peninsula and to indigenous American cultures. The expansion of Northern Europeans across the North American continent is just a minor episode in a larger Manifest Destiny in which "Latin" peoples (merely a convenient shorthand for the variety of Iberian, Native American, African, Asian, and European peoples who live in Spanish- and Portuguese-speaking America) establish themselves, first in South and Central America and Mexico, and then continue their expansion into the North American continent. What will be the impact of this new Manifest Destiny on the United States and, especially, on universities like Northwestern, in the twenty-first century?

We will use this deliberately provocative proposition to explore a variety of issues relating to the growing presence of "Latino" cultures in the United States. What will be the cultural as well as the economic impact of NAFTA? Should the U.S. have English as an "official language"? Should English and Spanish be given equal status? What are the cultural issues surrounding bilingual education? How will the values of Latin cultures change "American" values and vice versa? For better? For worse? For example, how will so called "machista" Latino culture affect the struggles of women and gays in the U.S. to establish a place in mainstream society? How will feminist values affect the Latino family in the U.S.? What role will the university as an institution play as the new Manifest Destiny unfolds?

These are merely some possible topics for students to explore. The role of the tutor will be to help students formulate their own questions under this broad rubric and to guide them to resources for answering their questions. A major component of the course, however, will involve familiarizing students with the astonishing variety of resources available on the Internet for researching these questions: Latino Gopher services, discussion and news groups, databases, library catalogues, statistical sources, government documents. Indeed, one might say that as the covered wagon was the principle vehicle of the nineteenth-century Manifest Destiny, the Internet is likely to be the principle vehicle of twenty-first-century Manifest Destiny. We will explore the ways in which Latinos are already using
the Internet to stay in touch with events affecting them across North America, to alert one another to job opportunities, and to lobby congressmen, presidents and other government officials.

PREREQUISITES: Students should go to Vogelback and establish an e-mail account before the first class meeting. Ideally, they should know how to send an e-mail message and how to use a Gopher server like NUINFO.

EVALUATION: Evaluation will be based on participation in group activities of the tutorial and, principally, on a final research paper.

SPACE IN THE TUTORIAL IS LIMITED. STUDENTS MUST OBTAIN PERMISSION OF THE INSTRUCTOR BEFORE REGISTERING.

Hispanic Studies C96-0
Susan Herman
TOPICS IN SPANISH CULTURE & CIVILIZATION:
AFRO-LATIN AMERICAN LITERATURES & CULTURES (In English)
Time: MWF 12
Office address: Kresge 241
Phone: 491-8249

COURSE DESCRIPTION: An overview of the contribution of the African Diaspora to the literary culture of Latin American. Readings will be primarily from texts originally written in Spanish, but will include some examples from Brazil. Discussion will focus on Hispanic concepts of race, the transculturation of African elements into the wider society, and trends in poetry and narrative fiction written by authors of color.

TEACHING METHOD: Lectures, readings and class discussion.

EVALUATION: Two papers, midterm, final exam, and class participation.

READINGS:
Miguel Barnet, Biography of a Runaway Slave
Adalberto Ortiz, Juyungo
Manuel Zapata Olivella, A Saint is Born in Chima
Machado de Assis, Epitaph to a Small Winner
Humberto Robles
Spanish D21-0
SEMINAR IN MODERN LATIN AMERICAN LITERATURE: Gabriel Garcia-Marquez
Time: Th 2-4
Office: Kresge 233-234
Hours: By appointment
Phone: 491-8127
E-Mail: hrobles@merle.acns.northwestern.edu

COURSE DESCRIPTION: The course will focus on the study and analysis of selected works of Garcia-Marquez, with emphasis on his novellas and short stories, and on the reception of those works in the United States.

PREREQUISITES: Graduate level.

TEACHING METHOD: The class will be conducted in Spanish. It will consist of lectures and class discussion.

EVALUATION: Classroom participation, oral presentations, term paper.

READING LIST

Primary sources:
LA HOJARASCA (1955)
EL CORONEL NO TIENE QUIEN LE ESCRIBA (1956)
LOS FUNERALES DE LA MAMA GRANDE (1962)
LA MALA HORA (1962/1966)
CRONICA DE UNA MUERTE ANUNCIADA (1981)
EL GENERAL EN SU LABERINTO (1989)
DOCE CUENTOS PEREGRINOS (1992)
DEL AMOR Y OTROS DEMONIOS (1994)

Secondary sources:
Robert C. Holub, RECEPTION THEORY. A CRITICAL INTRODUCTION
Hans Robert Jauss, TOWARD AN AESTHETIC OF RECEPTION
0467 Slavic Languages & Literature

Simon Greenwold               Lindsay Sargent
SLAVIC A01-3 (Sec. 20)        SLAVIC A01-3(Sec. 21)
ELEMENTARY RUSSIAN            ELEMENTARY RUSSIAN
Time:         MTWThF 9:00     Time:            MTWThF 10:00
Office Address  325A Kresge   Office Address:  325A Kresge
Phone:            467-2790    Phone:           467-2790
Expected Enroll.: 20          Expected Enroll.: 20

COURSE DESCRIPTION: Elementary Russian is the first part of a two-year sequence developed at Northwestern that enables the students to acquire the same proficiency in Russian (speaking, reading, and writing) as they would in any of the common languages with an equal amount of effort.

TEACHING METHOD: In Elementary Russian the stress is on learning the language through constant use, not through memorization of abstract rules and word lists. During the Fall quarter students acquire the basics of grammar and vocabulary. During the Winter and Spring quarters, students continue to study grammar and spend more and more time on reading and discussing various texts on modern life in the former Soviet Union. More advanced grammatical principles and new vocabulary are introduced through conversational sessions. The skills acquired by the students in class are then reinforced in the language lab. The goal of the whole A01 course is to get the students to the point where they are ready to start reading unsimplified works by the masters of Russian literature and to work with fairly advanced conversation materials by the beginning of the second-year course.

P/N allowed.

EVALUATION: Short quizzes and a final exam. The grade is computed as follows: overall performance in class and lab sessions: 50 %; written quizzes: 30 %; and a final written exam: 20 %.
TEXT:

Golosa. Basic Course in Russian. Textbook 2. Workbook II.
Audio-tape set (Golosa-2).

Lorraine Busch                Tim Langen
SLAVIC A02-3(Sec. 20)         SLAVIC A02-3 (Sec. 21)
INTERMEDIATE RUSSIAN          INTERMEDIATE RUSSIAN
Time:            MTWThF 9:00  Time:            MTWThF 10:00
Office Address:  325E Kresge  Office Address:  325D Kresge
Phone:           467-3137     Phone:           467-3136
Expected Enroll.: 20          Expected Enroll.: 20

COURSE DESCRIPTION:
This course is designed to improve speaking, reading and writing skills with the help of thorough practice of grammatical patterns. Varied reading materials introduce the students to literary Russian, conversational Russian and the language of today's posters and newspapers.

TEACHING METHOD:
Performance in class counts most heavily towards the final grade. Students are expected to attend class regularly and to be fully prepared to participate. In addition to quizzes there is a final exam.

TEXTS:

P. Davis,   Making Progress in Russian.
I. Dolgova, Supplementary Materials to "Making Progress in Russian"

Ivana Dolezalova
SLAVIC A06-3
ELEMENTARY CZECH
Time:  MWF 9:00 - 10:00
Office Address:  325B Kresge
Phone:   497-3213
Expected Enrollment: 15

COURSE DESCRIPTION: Elementary Czech is the first part of a two-year sequence that enables the students to acquire proficiency in Czech (speaking, reading, and writing).

TEACHING METHOD: In Elementary Czech the stress is on
learning the language through constant use, not through memorization of abstract rules and word lists. During the Fall quarter students acquire the basics of grammar and vocabulary. During the Winter and Spring quarters, students continue to study grammar and spend more and more time on reading and discussing various texts on modern life in the Czech Republic. More advanced grammatical principles and new vocabulary are introduced through conversational sessions. The goal of the whole A06 course is to get the students to the point where they are ready to start reading unsimplified works by the masters of Czech literature and to work with fairly advanced conversation materials by the beginning of the second-year course.

TEXTBOOKS:
Cechova, Do you want to learn Czech?
Parolkova, Czech for foreigners
Additional materials from teacher's archives

Irina Dolgova
SLAVIC B03-3
INTERMEDIATE COMPOSITION AND CONVERSATION
Time: MWF 1:00 - 2:00
Office Address 125B Kresge
Phone: 491-8082
Expected Enrollment: 20

COURSE DESCRIPTION: This is a third course of a four-year sequence of Russian. It will include a review of grammar in a functional aspect, according practical intentions. While focusing on grammar, it promotes the development of all language skills in a variety of ways. During the winter quarter students spend more and more time on reading and discussing various texts on modern life in Russia. The analysis of the texts will include both linguistic and cultural aspects. In order to develop listening comprehension this course combines reading materials with video-materials.

TEACHING METHOD: Three classes per week in Russian: grammar, reading/conversation, video/conversation. Assignments directed toward listening skills, oral production, writing skills or reading comprehension - or any combination thereof. Three short compositions as home assignments, presentation, four tests and regular vocabulary quizzes.
METHOD OF EVALUATION: Class participation 20%, homework 15%, final exam 25%, quizzes 25%, video 15%.

READING LIST:
   I. Dolgova, Workbook for Russian C03.
   Several texts will be provided by the instructor.

Saul Morson and Andrew Wachtel
SLAVIC B10-3
INTRODUCTION TO RUSSIAN LITERATURE
Time: TTh 10:30 - 12:00
Expected Enrollment: 40

COURSE DESCRIPTION: A survey of the main trends in Russian literature and culture in the second half of the 19th century. Course focuses on the development of psychological realism and on the role of literature in defining and providing solutions for social and political problems.

SYLLABUS:
Tuesday, March 28--
   Introduction (AW and SM))

Thursday, March 30, Tues., April 4--
   I. Turgenev, Rudin (AW)

Thurs., April 6, Tues., April 11--
   I. Goncharov, Oblomov, pt. 1. (AW)

**Evening Screening of Movie Scenes from the Life of Oblomov
Tues. April 11--7-9 PM

Thurs., April 13-- L. Tolstoy, Childhood, (AW)

Tues., April 18, Thurs., April 20, Tues. April 25--
   I. Turgenev, Fathers and Sons, (SM)

Thurs., April 27, Tues., May 2--
   F. Dostoevsky, Notes from Underground (SM)

Thurs., May 4--
   N. Leskov, "The Sealed Angel" (AW)
Tues., May 9, Thurs., May 11--
L. Tolstoy, "The Death of Ivan Ilich," and "Father Sergius" (SM)

Tues., May 16--
A. Chekhov, Short stories (AW)

Thurs. May 18--
A. Chekhov, "In the Ravine" (AW)

Tues., May 23, Thurs., May 25--
A. Chekhov, Three Sisters, Uncle Vanya (SM)

Tues., May 30--Conclusion (AW)

Requirements:

1) 3-page paper due Thurs., April 27. 2) 6-page paper due May 30. 3) Final exam

Carol Avins
Slavic B11-1
20TH CENTURY RUSSIAN LITERATURE
Time: MWF 2:00 - 3:00
Office Address: 124 C Kresge
Phone: 1-8252
Expected Enrollment: 50

COURSE DESCRIPTION: The stormy history of Russia in the first four decades of the century forms the background of this course. Many of the readings (primarily short stories and novels, with some poetry and non-fiction) offer perspectives on revolution, civil war, the socialist experiment, and Stalinist repression. Topics to be explored include: utopian ideals and human realities; forms of belief; individualism and community; intellectual and emotional responses to massive societal change; the role of the writer.

No prerequisites. P/N permitted.

TEACHING METHOD: lecture and discussion. Students receive a list of discussion questions relating to each reading assignment and are expected to formulate their own questions and approaches before coming to class.
METHOD OF EVALUATION: One five-page paper will be due around mid-term. For the final assignment, students may choose whether to write a longer paper (eight to ten pages) or take a final exam.

PARTIAL LIST OF READINGS:
Selected essays, poems, and short stories, 1905 - 1925
   (Blok, Zamiatin, Trotsky, Mandelstam, Pasternak, and others)
Isaac Babel,             Red Cavalry
Yuri Olesha,             Envy
Andrei Platonov         The Foundation Pit
Lydia Chukovskaya,      Sofia Petrovna
Mikhail Bulgakov,       The Master and Margarita

Irwin Weil
Slavic    B57-0
INTRODUCTION TO THE USSR AND SUCCESSOR STATES
Time: MWF 1:00 - 2:00
Telephone: 491-8254
Office Address: 147 B Kresge
Expected Enrollment: 300

COURSE DESCRIPTION: The course presents different points of view on some of the most central and dramatic historical events of the 20th century: the two 1917 revolutions in the former Tsarist Russian Empire, and their political, social, economic, and cultural aftermaths. We study the development of the multi-national, huge USSR through its many different stages, and its dissolution. These questions involve many of the central historical polemics of modern times and many central problems of history. In order to understand them, we read source materials by Soviet writers who condemned the Marxist Revolution, who exalted it, who found it ridiculous, and who saw its tragic consequences. Because of Soviet restrictions on public expression, it took courageous people of letters to describe the events truthfully. We also read works by Western historians and observers, and the professor brings to bear his 35 years of experience, gained from working and teaching in USSR/Russia. The course also uses some contemporary films from Russia and Eastern Europe. Students are required to examine critically many points of view, in order to start developing their own sense of history
and its problems of proportion and judgment, the sifting of
myth from facts subject to verification, etc. The course
deals with exciting and controversial materials about some of
the most passionately debated issues of the 20th century.
This excitement is reflected in the reactions of students and
the professor.

TEACHING METHOD: There are three meetings per week. Since
the class is usually large, these meetings consist mostly of
lectures. Students are encouraged to interrupt the lectures
and ask questions; each meeting starts off with a question
period. Many students take advantage of the opportunity and
do pose many questions and comments.

METHODS OF EVALUATION: The course has two examinations, a
mid-term and a final. As long as the enrollment remains
high, there will be several exercises which involve multiple
choice questions.

READINGS: Selected works by Soviet writers and ideologues.

Ivana Dolezalova
Slavic B58-0
20TH CENTURY CZECH CULTURE: LONG FEATURE FILMS OF THE LAST
FEW DECADES
Time: M 3:00 - 5:00, W 3:00 - 4:00
Office Address: 325 B Kresge
Phone: 467-3213
Expected Enrollment: 40

COURSE DESCRIPTION: This course is designed to give you an
understanding of Czech culture through a popular medium.
Students can get deeper insight into the most important
historical events of Czechoslovakia of pre-war times over to
World War II, Stalinist decade (50's), reformist 60's (so
called "new wave" in Czech cinema), and "normalization"
period after the Soviet invasion of Czechoslovakia in 1968.
The chosen movies are masterpieces of Czech film art, some of
them directed by outstanding personalities -- Jiri Menzel and
Milos Forman (Oscar Award Winners). Participants of the
course are given a rare opportunity to understand some of the
cultural and political processes of former Czechoslovakia and
learn more about specifics of East-European film scene.
Given in English.

Irina Dolgova  
SLAVIC C03-2  
ADVANCED RUSSIAN COMPOSITION AND CONVERSATION  
Time: MWF 12:00 - 1:00  
Office Address: 125B Kresge  
Phone: 491-8082  
Expected Enrollment: 15  

COURSE DESCRIPTION: This is the last course of a four-year sequence of Russian. It will include the comprehensive review of Russian grammar as well as studying some aspects of lexicology and style. The reading material will consist of the texts of the Russian writers of the 20th Century. The analysis of the texts will include both the linguistic and cultural aspects. The reading materials will be combined with video materials.  

TEACHING METHOD: Three classes per week in Russian; two compositions per quarter; three texts of modern Russian writers as home reading; three to four grammar tests per quarter; presentation.  

METHOD OF EVALUATION: Class participation 30%; composition 30%; home reading 20%; tests 20%.  

READING LIST:  
I. Dolgova, Workbook.  
Newspapers.  

Marvin Kantor  
Slavic C20-0  
STRUCTURE OF SERBO-CROATIAN  
Time: T Th 1:00 - 2:30  
Telephone: 491-8251  
Office Address: 148B Kresge  
Expected Enrollment: 10  

COURSE DESCRIPTION: A one-quarter course that will survey the major details in the phonology and grammar of contemporary Serbo-Croatian, and then go on to analyze the differences in the phonological and syntactic structure of
Serbian and Croatian. We shall also read and analyze contemporary texts in both Serbian and Croatian. For those students who have some knowledge of Russian or another Slavic language, contrasts will be made between Serbo-Croatian and these languages.

PREREQUISITES: Knowledge of another Slavic language is helpful but not required.

METHODS OF EVALUATION: There will be a midterm and final examination.

TEXTS: A packet of materials will be made available for purchase, and readings will be announced in class.

Ilya Kutik
SLAVIC C59-2
20TH CENTURY RUSSIAN PROSE: HOW TO READ RUSSIAN PROSE IN RUSSIAN
Time: T TH 10:30 - 12:00
Office Address: 125 C KRESGE
Phone: 491-8248
Expected Enrollment: 15

COURSE DESCRIPTION: The purpose of this course is to allow students of Russian to read and discuss important shorter works by major Russian 20th-century writers. The focus will be on building reading skills through an understanding of the stylistic, lexical, and morphological qualities of the literary text. Authors included are Zoshchenko, Babel, Bulgakov, Zamiatin and Sholokhov. All texts will be read in the original.

PREREQUISITES: Three years of Russian or instructor's permission.

Andrew Wachtel
Slavic C91-0
The Rise and Fall of Yugoslavia
Time: Tues., Thurs. 2:30 - 4:00
Office Address: Kresge 124B
Phone: 491-3950
Expected Enrollment: 100
COURSE DESCRIPTION: This course examines Yugoslavia, from its origins as a dream among a group of South Slavic intellectuals, to its existence as a multi-national state in the 20th century, and to its collapse in the late 1980s. Particular attention is paid to nationalism, to efforts at political and cultural centralization, and to the interrelationship of politics and culture. The course is multi-disciplinary, requiring readings drawn from historians, cultural critics, and works of imaginative literature. All readings in English.

SYLLABUS:
Week One--The Origins of the Yugoslav Problem

Readings--
   a) Peter F. Sugar, Southeastern Europe under Ottoman Rule, 1354-1804, pp. 3-62

Week Two--The National Revivals of the 19th Century

Readings--
   a) Charles and Barbara Jelavich, The Establishment of the Balkan National States, pp. 3-37, 53-67, 235-65
   b) Prince Petr Njegos--The Mountain Wreath or Ivan Mazuranic--The Death of Smail-Agic Cenga

Weeks Three and Four--The Founding of the Kingdom of the Serbs, Croats and Slovenes

Readings--
   c) Ivo Andric, The Bridge on the Drina

Week Five--Yugoslavia between the Wars

Readings--
   a) Rebecca West, Gray Lamb and Black Falcon (excerpts)
Week Six--World War II and the Reestablishment of Yugoslavia

Readings--
   a) Ivo Banac, East-Central Europe since 1939
   b) Mihailo Lalic, The Wailing Mountain or
      Oscar Davico, A Poem

Weeks Seven and Eight--Yugoslavia and the Communist Experiment

Readings--
   a) Josip Broz Tito, "Selected Speeches"
   b) Milovan Djilas, Selected Writings
   c) Danilo Kis, A Tomb for Boris Davidovich
   d) Slavenka Drakulic, How We Survived Communism and
      Even Laughed (excerpts)

Films--
   a) Tito and I
   b) "When Father was Away on Business"

Week Nine--The Breakup of Yugoslavia

Readings--
   a) Misha Glenny, Selected Articles
   b) Dobrica Cosic, "White Paper of the Serbian
      Writers' Union"
   a) Milorad Pavic, The Dictionary of the Khazars

Week Ten--Conclusion

Saul Morson
Slavic  D36-2
STUDIES IN 19TH CENTURY RUSSIAN LITERATURE: RUSSIAN INTELLECTUAL HISTORY
Time: W 3:00 - 5:00
Telephone: 491-3651 or 467-4098
Office Address: 150 B Kresge
Expected Enrollment: 15

COURSE DESCRIPTION: An examination of key movements in Russian criticism and thought of the 19th century. Readings from the main Westernizers and Slavophils, from Dostoevsky and Tolstoy, the nihilists and anti-nihilists, terrorists, apocalyptics, and others. Problems of ethics, political thought, and aesthetics. Open to those who do not know
RUSSIAN POETRY: THE NARRATIVE POEM: FROM THE 19TH TO THE 20TH CEN.

Time: Tues. 3:00 - 5:00
Office Address: 125 C KRESGE
Phone: 491-8248
Expected Enrollment: 10

COURSE DESCRIPTION: This course includes long narrative poems from the beginning of this genre in Russian poetry to the present day. The poems to read and to analyze belong to Bogdanovich, Pushkin, Gogol, Khlebnikov, Pasternak, Aseev, Tsvetaeva and Tvardovsky. All readings are in Russian. The course recons on the preliminary knowledge of Russian lyric poetry. All long poems will be analyzed in class to reveal the unique nature of this genre in Russian poetic tradition.

STUDIES IN 20TH CENTURY RUSSIAN LITERATURE: TABOO TEXTS AND DISTANT READERS

Time: Mon 3:00 - 5:00
Office Address: 124 C Kresge
Phone: 1-8252
Expected Enrollment: 10

COURSE DESCRIPTION: A study of the phenomenon of "recovered literature" (vozvrashchennaiia literatura) -- a term designating works taboo (and therefore unpublishable) at the time of writing but published eventually in a later era. Our focus will be on the period 1985-1991, which saw the publication of many literary works (some celebrated, some unknown) previously banned. After getting acquainted with the debates accompanying this wave of "new" literary history, we will look closely at five novels (and possibly some other texts) published in Russia at some remove from their completion: Zamiatin's "We", Nabokov's "The Gift", Bulgakov's "The Master and Margarita", Siniavsky's "The Trial Begins", and Bitov's "Pushkin House". These novels have been chosen because they have in common a concern with the production and
consumption of culture -- in particular, with how works of art reach an audience and what happens when they do. Thus the seminar deals with the creation and reception of literature both as a historical phenomenon and as a literary theme.

TEACHING METHOD: Student presentation and discussion.

METHODS OF EVALUATION: Contribution to the seminar, short papers, term paper.

PARTIAL LIST OF READINGS:
Evgenii Zamiatin, We
Mikhail Bulgakov, The Master and Margarita
Vladimir Nabokov, The Gift
Andrei Siniavsky, The Trial Begins
Andrei Bitov, Pushkin House

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
0471 Sociology

Timothy Koponen
Sociology A10
INTRODUCTION TO SOCIOLOGY
Time:  MWF 10:00Ð11:00
Office Address:  1808 Chicago Avenue, Rm. 202
Office Phone:  491Ð5688
Expected Enrollment:  300

COURSE DESCRIPTION:  The course will discuss essential characteristics of group life, interrelations of society, culture and personality, and basic institutions and processes.

PREREQUISITES? P/N allowed?:  No prerequisites.  P/N allowed.

TEACHING METHODOLOGY:  Lecture and discussion sections.

METHOD OF EVALUATION:  Based on two multiple choice tests and two short papers (3Ð5 pages each).

READINGS:
The Sociological Imagination by C. W. Mills
Introduction to Sociology by Anthony Giddens
Presentation of Self in Everyday Life by Erving Goffman

Brett Stockdill
Sociology B01
SOCIAL INEQUALITY
Time:  TTH 2:30Ð4:00
Office Address:  1810 Chicago Avenue, Rm. 318
Office Phone:  491Ð7044
Expected Enrollment:  120

COURSE DESCRIPTION:  Social stratification in the U.S. historical roots and contemporary workings of racial, gender, class and heterosexual oppression.
PREREQUISITES? P/N allowed?: No prerequisites. P/N not allowed.

TEACHING METHODOLOGY: Lecture and discussion sections.

METHOD OF EVALUATION: Based on three papers, midterm and final exam, class participation and attendance.

READINGS:
Who Rules America Now? by G. William Dohoff
Savage Inequalities by Jonathon Kozol
Making Face, Making Soul by Gloria Anza Ida (editor)

Matthew Smith DLahrman
Sociology B02
SOCIAL PROBLEMS: NORMS AND DEVIANCE
Time: TTH 9:00-10:30
Office Address: 1808 Chicago Avenue, Rm. 202
Office Phone: 491-5688
Expected Enrollment: 120

COURSE DESCRIPTION: The course will be focused on outstanding problems of American society and on the work of sociologists in studying and treating social problems. We will begin with a brief history and conceptual clarification of the idea of a "social problem" as defined by some major modern perspectives, especially the distinction between studying the so-called problem and studying the social process that brings it to attention as a problem.

PREREQUISITES? P/N allowed?: No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion sections.

METHOD OF EVALUATION: Based on midterm and final exams, plus one term project.

READINGS: TBA

James Witte
Sociology B04
SOCIAL INTERACTION: THE INDIVIDUAL AND SOCIETY
COURSE DESCRIPTION: This class emphasizes the relationship between the individual and society: where individual and society are analytically distinct, but also each has constitutive effects on the other. While individuals make society at the same time that society makes individuals; an emphasis on the latter is often viewed as the hallmark of sociology. Accordingly, the social production of individuals is a dominant theme in the course, but from a critical perspective the class will also examine the limits of sociological biography. Methodologically, particular attention will be paid to social interaction because it is in the ongoing, reciprocal contact between actors, that the relationship between individual and society is concretely articulated. Moreover, in social interaction this relationship plays itself out in a manner that is, at least in part, accessible to outside observation and interpretation.

PREREQUISITES? P/N allowed?: No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion sections. Software demonstrations and presentations.

METHOD OF EVALUATION: Based on three short essays (5Ð7 pages each), midterm and final exam.

READINGS:
An Invitation to Sociology by Peter L. Berger
I'm Not Stiller by Max Frisch
Symbolic Interaction: An Introduction to Social Psychology by N. Herman and L. Reynolds
"The Silent Woman" by Janet Malcom

Orville Lee
Sociology B05
AMERICAN SOCIETY
Time: TTH 2:30Ð4:00
Office Address: 1810 Chicago Avenue, Rm 314
Office Phone: 467Ð4139
Expected Enrollment:  120

COURSE DESCRIPTION:  In this course, we will examine aspects of American society from a sociological perspective. We will focus on the multiple ways in which social institutions shape the lives of different Americans. The course also explores how social policies and political movements have attempted to transform these institutions and we will be concerned to account for the constraints on social change. Among the topics we will consider are the effects of economic and cultural structures on life chances, the history of public relief and the controversy over welfare, and the collective action of the welfare rights, civil rights and women's movements.

PREREQUISITES? P/N allowed?: No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion sections.

METHOD OF EVALUATION: Based on several written exams.

READINGS: TBA

Wayne Kriemelmeyer
Sociology B07
PROBLEMS OF CITIES
Time:  TTH 9:00-10:30
Office Address:  1810 Chicago Avenue, Rm. 219
Office Phone:  491-5671
Expected Enrollment:  120

COURSE DESCRIPTION: This course will focus on the major problems facing American cities today: crime, poverty, residential segregation, racism, pollution, public education, and government. It will also look at possible solutions to these problems, with an eye towards current political, economic, and spatial trends.

PREREQUISITES? P/N allowed?: No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion sections.

METHOD OF EVALUATION: Based on two tests, one paper, one to two projects, discussion sections attendance and class participation.
Kenneth Dauber
Sociology C02
SOCIOLOGY OF COMPLEX ORGANIZATIONS
Time: MW 11:00Ð12:30
Office Address: 1808 Chicago Avenue, Rm. 203
Office Phone: 491Ð3719
Expected Enrollment: 50

COURSE DESCRIPTION: A survey on sociological perspectives on formal organizations, especially in business and government, with particular attention to issues of stratification, rationality, and power.

PREREQUISITES? P/N allowed?: Prerequisite: AÐ or BÐ level sociology course. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussions.

METHOD OF EVALUATION: Several short papers and a final exam.

READINGS:
Essence of Decision by Graham Allison
The Soul of a New Machine by Tracy Kidder
Tinker, Tailor, Soldier, Spy by John Le Carre

James Witte
Sociology C03
ANALYSIS OF SOCIAL DATA
Time: MWF 10:00Ð11:00
Office Address: 1810 Chicago Avenue, Rm. 205
Office Phone: 491Ð5176
Expected Enrollment: 50

COURSE DESCRIPTION: This course is intended to be a second course in social science research with an emphasis on quantitative analysis. Topics covered include: data description, an introduction to statistical inference and
hypothesis testing, and linear regression. Students will be assigned weekly problem sets designed to give students a working familiarity with SPSS, a statistical package widely used in business and the social sciences. Overall goal of the course is to make students better consumers of quantitative social science results by giving them a better understanding of how "the numbers" are produced.

PREREQUISITES? P/N allowed?: Prerequisite: A-D or B-D level sociology course and Sociology B26. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussions. Software demonstrations and presentations.

METHOD OF EVALUATION: Based on weekly problem sets, midterm and final exam.

READINGS:
Basic Social Statistics by D. Knoke and G. Bohrnstedt
SPSS 6.1 Student Version For Windows or Mac
and other articles (either on reserve or as a coursepacket) may be assigned.

Allan Schnaiberg
Sociology C05
DEMOGRAPHY AND POPULATION PROBLEMS
Time: MW 10:30-12:00
Office Address: 1808 Chicago Avenue, Rm. 103
Office Phone: 491-3202
Expected Enrollment: 50

COURSE DESCRIPTION: The first part of the course serves to acquaint the students with the nature of demography, particularly its central concepts of population structure and vital processes. Sources of information, their strengths and limitations, and their interrelationships are addressed. Students work with examples of demographic differences between more-industrial and less-industrial societies, and the historical changes in these two types of societies with the globalization of world markets.

The last part of the course discusses the role of population in issues of domestic and international poverty, and in environmental problems. In addition to presenting typical
policy arguments, some critical examination of these arguments is offered.

PREREQUISITES? P/N allowed?: Prerequisite: A or B level sociology course. P/N allowed.

TEACHING METHODOLOGY: Primarily lectures, with class discussion, which will be more extensive in the latter part of the course.

METHOD OF EVALUATION: Based on two take-home examinations. The first will deal with demographic methods and their application to existing societies, and the second will deal with population "problems" in industrial and underdeveloped societies.

READINGS (tentative):
Demography: The Study of Human Population by David Yaukey
Reprints and selected book chapters on reserve.
Perspectives on Population: An Introduction to Concepts and Issues by Scott W. Menard and Elizabeth W. Moen (eds)

Orville Lee
Sociology C06
SOCIOLOGICAL THEORY
Time: TTH 10:30-12:00
Office Address: 1810 Chicago Avenue, Rm. 314
Office Phone: 467-4139
Expected Enrollment: 50

COURSE DESCRIPTION: This course is an introduction to the central ideas and key works of Karl Marx, Emile Durkheim, and Max Weber, whose concepts and questions continue to animate theoretical and empirical research in sociology. We will focus on the works in which these thinkers grapple with problems posed by the triumph of industrial capitalism, the centralized nation-state, and the modern division of social labor: class conflict, alienation, and other signs of discontent with modernity. We will consider the arguments of Marx, Durkheim, and Weber as an ongoing dialogue concerning the nature of modern society in their historical context;
i.e., against the background of intellectual innovations wrought by the Enlightenment, and the political and social transformations wrought during the age of industrial and democratic revolutions.


TEACHING METHODOLOGY: Lectures and discussions.

METHOD OF EVALUATION: Based on several written exams.

READINGS: TBA

Allan Schnaiberg
Sociology C10
THE FAMILY AND SOCIAL LEARNING
Time: TTH 10:30Ð12:00
Office Address: 1808 Chicago Avenue, Rm. 103
Office Phone: 491Ð3202
Expected Enrollment: 100

COURSE DESCRIPTION: The family is viewed here as the setting in which larger social forces interact with the individual development of all family members. Economic and other external institutions have reshaped family systems up through the "postÐindustrial","service" or "global" economy in which contemporary America is embedded. Involved in this change were shifts in both the resources for families and the demands on family members. The course incorporates both social structural and human-developmental perspectives.

New freedoms and new constraints on childhood, marriage and parenthood are treated in the course. Contemporary utopian and dystopian views of the history are critically examined in light of recent historical scholarship (in Coontz). Modern concerns with issues of delayed marriage, divorce, reduced levels of childbearing, changing gender roles, and the complexities of new family forms such as single-parenthood, remarriages and commuter marriages. Our cultural ambivalence surrounding intimacy in marriage and autonomy for young adult children will be examined in the light of some social class, ethnic-racial, and personality differences. How the larger institutional contexts for the family interact with
individual development processes will be examined, in reviewing the
modern idealization of intimacy.

PREREQUISITES? P/N allowed?: Prerequisite: A or B level sociology course. P/N allowed.

TEACHING METHODOLOGY: Primarily lecture format, with some class discussion and optional sections.

METHOD OF EVALUATION: Based on two take-home essay examinations.

READINGS (tentative):
The Way We Never Were: American Families and the Nostalgia Trap by Stephanie Coontz
The Intimate Environment: Exploring Marriage and the Family by
Arlene S. Skolnick
Intimate Strangers: Men and Women Together by Lillian B. Rubin

Judith Levine
Sociology C25
SOCIAL STRATIFICATION
Time: TTH 9:00-10:30
Office Address: 1808 Chicago Avenue, Rm. 202
Office Phone: 491-5688
Expected Enrollment: 35

COURSE DESCRIPTION: After a brief discussion of modern theories on why societies contain inequalities, we will shift our attention to the system of stratification in the United States. By focusing primarily on the labor market and work organizations, we will see how resources are distributed unequally to individuals and to groups. Finally, we will use the current debate over welfare reform to examine how social policy does and should address these inequalities. Some of the course material is quantitative in nature. While no knowledge of statistics will be assumed, students who have taken an introductory statistics course may find the material easier to handle.

PREREQUISITES? P/N allowed?: Prerequisite: A- or B-level
sociology course. P/N allowed.

TEACHING METHODOLOGY: Lectures and extensive in-class discussions.

METHOD OF EVALUATION: Based on attendance, participation in discussions, several short papers, midterm, and final exam.

READINGS: TBA

Bernard Beck
Sociology C50
SOCIOLOGY OF THE ARTS
Time: MWF 11:00-12:00
Office Address: 1810 Chicago Avenue, Rm. 211
Office Phone: 491-2704
Expected Enrollment: 50

COURSE DESCRIPTION: An exploration of how people organize the activities of art in various times, places, and social circumstances. Creating and maintaining the institutions that define and give meaning to the different fields and media of art and to the larger idea of art and its associated ideas: artists, artistic, etc. Topics of interest to be covered: art as a kind of work; art as a career; art as a kind of play; art as a sacred activity; reputation, honor and reward: artists, their helpers and their audiences; the conduct of art in the context of the surrounding society.

PREREQUISITES? P/N allowed?: Prerequisite: A-D or B-level sociology course or consent of the instructor. P/N allowed.

TEACHING METHODOLOGY: Discussion, individual exercises, and group projects.

METHOD OF EVALUATION: Based on an individual term paper and possibly one or two short written exercises or presentations. No examinations.

READINGS:
Art Worlds by Howard S. Becker
Public Money and the Muse by Stephen Benedict (editor)
COURSE DESCRIPTION: In this course we will construct a theoretical tradition from Smith to Foucault via Marx and Gramsci around the relationship of economics to politics and ideology. We will read selected extracts from The Wealth of Nations (Adam Smith), Marx-Engels Reader (Robert Tucker, ed.), Selections from the Prison Notebooks (Gramsci), and Discipline and Punish (Foucault).

PREREQUISITES? P/N allowed?: Prerequisite: AÐ or BÐ level sociology course.  P/N allowed.

TEACHING METHODOLOGY: Lectures and discussions.

METHOD OF EVALUATION: Based on a take-home midterm and final exam.

READINGS:

- Marx-Engels Reader by Robert Tucker
- Selections from the Prison Notebooks by Antonio Gramsci
- Discipline and Punish by Michel Foucault

COURSE DESCRIPTION: This seminar will examine the social processes through which gender is constructed, reproduced, and transformed. We will focus on the following questions: first, how do individuals create a sense of themselves as women or men, and how is this process influenced by ideologies about gender in the larger society; second, how
have ideologies about, and practices of, gender been affected by changes in the economy, and in particular by increases in the number of women in the paid labor force; third, how are ideas about mothering linked to constructions of femininity and masculinity; fourth, how do ideologies about race and ethnicity influence ideologies about, and expression of, gender; fifth, how have masculine identities and men's behavior changed in the 25 years since the beginning of the women's movement; and finally, how are notions of masculinity and femininity linked to, and constructed within, ideologies and practices of heterosexuality?

PREREQUISITES? P/N allowed?: Prerequisite: A-D or B-level sociology course. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussions.

METHOD OF EVALUATION: Based on class participation, three short critical review essays, and a 15-30 page research paper. The short essays will be summaries and critiques of the week's readings; students will be expected to help facilitate class discussions of the readings they have critiqued.

READINGS: TBA

Robert Nelson
Sociology C80D7
JUNIOR TUTORIAL: SOCIOLEGAL PERSPECTIVES ON JUSTICE IN AMERICAN SOCIETY
Time: W 3:00-5:00
Office Address: 1810 Chicago Avenue, Rm. 312
Office Phone: 491-3203
Expected Enrollment: 8

COURSE DESCRIPTION: This course will critically examine different sociolegal perspectives on the role of law in promoting or detracting from social justice in American society. We will read a set of books that represent important scholarly viewpoints on this issue. The monographs will be discussed in a weekly meeting.

PREREQUISITES? P/N allowed?: Prerequisite: A-D or B-level sociology course. P/N allowed.
TEACHING METHODOLOGY: Lectures and discussions.

METHOD OF EVALUATION: Based on class participation and five short essays (roughly one essay every two weeks). The final essay will require a synthesis and comparison among the selected books.

READINGS:
The Hollow Hope: Can Courts Bring About Social Change by G. Rosenberg
The Alchemy of Race and Rights by Patricia Williams
Getting Justice and Getting Even by Sally Engle Merry
Total Justice by Lawrence Friedman
Rights At Work: Pay Equity and the Politics of Legal Mobilization by M. McCann

Kirk Harris
Sociology C94
THE POLITICAL ECONOMY OF POST-INDUSTRIAL AMERICA: RACE, CLASS, POVERTY AND COMMUNITY
Time: W 6:30-9:00
Office Address: 1810 Chicago Avenue
Office Phone: 708/918-0209
Expected Enrollment: 15

COURSE DESCRIPTION: Over sixty percent of America's population resides in urban areas. About half of this number live in metropolitan areas possessing more than one million people. Major structural changes to the American economy that have taken place within the last few decades have altered the character and function of America's urban centers. Once major industrial centers, America's post-industrial cities are now host to a rising service sector economy that has had tremendous influence on patterns of urban growth and decline. Our task here will be to gain a familiarity with the ideologies, the policies, the populations, and the political factors that shape the urban dynamic. Additionally, time will be spent unraveling the intricate pattern of relationships and interests which mold the social, political, and economic currents that dramatically affect the lives of urban inhabitants, a large share of who are people of color, poor women and
children, and the working poor. Urban centers are the focal point of poverty, economic decline, and neglect. As we examine an array of urban problems, we will seek to achieve a number of things. The first is to have students begin to construct a framework within which they can assess and evaluate complex problems of inner city communities. Secondly, it is hoped that this course will teach students to identify the often unstated underpinnings of social policy, urban policy, and politics in the context of race and class. Thirdly, the course will seek to encourage the application of concepts developed during lecture through active debate and discussion. Finally, this course will seek to augment the student's classroom experience through multimedia presentations and guest speakers that will enrich and reinforce that which is conveyed through course discussions and lectures.

PREREQUISITES? P/N allowed?: Prerequisite: Seniors only. P/N allowed.

TEACHING METHODOLOGY: Seminar

METHOD OF EVALUATION: Based on group exercises, individual presentations, and class participation.

READINGS: TBA

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
0473 Statistics

Shelby Haberman
Statistics, B02-0
INTRODUCTION TO STATISTICS
Time: TTH 1-2:30
Office Address: 2006 Sheridan Road
Phone: 491-5081
E-mail: shelby@fisher.stats.northwestern.edu
Expected Enrollment: 80

COURSE DESCRIPTION: This course is an introduction to statistics. It does not require calculus and makes minimal use of mathematics. Some computation to solve real data problems will be involved, but the emphasis of the course is on understanding the concepts presented.

Topics to be discussed are design of experiments, summarization of data, correlation, regression, probability and chance, survey sampling, estimation, and tests of significance.

PREREQUISITES: High school algebra.

TEACHING METHOD: Two lectures per week.

EVALUATION: Two quizzes, midterm, final and weekly homework.


Bruce D. Spencer
Statistics, B03-0
STATISTICS AND PUBLIC POLICY
Time: TTh 9-10:30 Dis W 9-10
Office Address: 2006 Sheridan Road
Phone: 491-5810
E-mail: bspencer@northwestern.edu
Expected Enrollment: 50
COURSE DESCRIPTION: Basic statistical concepts and techniques introduced through a series of case studies of interesting public policy issues. The cases illustrate various kinds of data collection methods with their own strengths and weaknesses. Emphasis on uses of statistics in everyday situations, such as interpreting news reports. Course makes minimal use of mathematics.

PREREQUISITES: None.

TEACHING METHOD: Two lectures per week plus a discussion section.

EVALUATION: Weekly quiz, midterm, final and short paper.


Ed Malthouse
Statistics,B10
INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES
Time: MTW 1 Disk Th or F
Office Address: 2006 Sheridan Road
Phone: 491-4550
E-mail: ecm@fisher.stats.northwestern.edu
Expected Enrollment: 140

COURSE DESCRIPTION: This is an introductory course in statistics which covers elementary probability theory, descriptive statistics, sampling, point estimations, confidence intervals, and hypothesis testing. These topics are used frequently in many social science, physical science, and engineering disciplines. We illustrate the material with examples from business and economics. There will be a required TA section each week where we will give a short quiz covering the preceding week's material.

PREREQUISITES: No formal prerequisites. However, an understanding of basic math concepts at the pre-calculus level is helpful.

TEACHING METHOD: Three lectures per week and a required discussion section.
EVALUATION: Grades will be determined on the basis of weekly quizzes, a midterm, and a final exam.


Ajit C. Tamhane
Statistics, C51-0
DESIGN AND ANALYSIS OF EXPERIMENTS
Time: MW 4-5:30
Office Address: 4085 Material & Life Science Building
Phone: 491-3577
E-mail: ajit@iems.northwestern.edu
Expected Enrollment: 15

COURSE DESCRIPTION: Methods of designing experiments and analyzing data obtained from them: one-way and two-way layouts, incomplete block designs, Latin squares, Youden squares, factorial and fractional factorial designs, random-effects and mixed-effects models, split-plot, and nested designs.

PREREQUISITES: Stat C20-2 or equivalent.

TEACHING METHOD: Lectures.

EVALUATION: Homework, midterm and final.

Shelby Haberman
Statistics, C55-0
ANALYSIS OF QUALITATIVE DATA
Time: TTh 1-2:30
Office Address: 2006 Sheridan Road
Phone: 491-5081
E-mail: shelby@fisher.stats.northwestern.edu
Expected Enrollment: 15

COURSE DESCRIPTION: An introduction to the analysis of qualitative data, with emphasis on use of log-linear models.
Topics include polytomous responses, two-way tables, multiway tables, logits, multinomial responses, incomplete tables, symmetric tables, adjustment techniques, and latent-class models.

PREREQUISITES: Statistics C20-2, IE/MS C04, or the equivalent.

TEACHING METHOD: Lectures

EVALUATIONS: Graded homework and a take-home final examination.

TEXT: Haberman, S. (1978-1979), Analysis of Qualitative Data

Leland Wilkinson
Laszlo Engelman
Statistics, C-59-0
STATISTICAL COMPUTING
Time: TTh 4-5:30
Office Address: 2006 Sheridan Road
Phone: 491-3974
Expected Enrollment: 15

COURSE DESCRIPTION: This course will survey the major statistical computing packages. The focus will be on evaluating strengths and weaknesses of each package to guide intelligent choices for specific data analysis problems. Computing accuracy, data management, graphics, and user interfaces will be discussed.

PREREQUISITES: Introductory statistics course, familiarity with at least one computing environment (Macintosh, DOS, Windows, or UNIX).

TEACHING METHOD: Two lectures per week; each 1.5 hours long.

EVALUATION: 30% Homework, 70% Final project.


Thomas Severini
Statistics D20-3
INTRODUCTION TO STATISTICAL THEORY AND METHODOLOGY
Time: TTh 2:30-4
Office Address: 2006 Sheridan Road
Phone: 467-1254
E-mail: severini@casbah.acns.northwestern.edu
Expected Enrollment: 5

COURSE DESCRIPTION: The goal of this course is to provide a comprehensive introduction to statistical theory and methodology at a level not requiring advanced probability theory (i.e. measure theory). The course will cover all major areas of statistical theory including distribution theory, theory of estimation and hypothesis testing, large-sample theory, Bayesian methods, and decision theory. The emphasis will be on those theoretical topics that are used in the development of statistical methods and the application of theoretical ideas to models used in practice, such as normal-theory linear model, will be considered in detail. The course is intended to be useful to students in areas such as engineering and economics as well as students in statistics.

PREREQUISITES: Probability Theory (e.g., Math C30), calculus (e.g., Math B15), linear algebra (e.g., Math B17) and Statistics D20-1.

TEACHING METHOD: Two lectures per week.

EVALUATION: Grades will be based on weekly homework and two exams.

COURSE DESCRIPTION: Deals with the modern methods used to analyze time-to-event data. Background theory is provided, but the emphasis is on using methods and interpreting the results. The course provides coverage of survivorship functions, Kaplan-Meier curves, logrank test, Cox regression, model fitting strategies, model interpretation, stratification, time dependent covariates, and introduction to parametric survival models.

PREREQUISITES:
1. Mathematical Statistics at level of Hogg and Craig
2. Regression analysis at level of Draper and Smith.

TEACHING METHOD: Lecture.

EVALUATION: Weekly homework.

TEXT: Collett, D., Modelling Survival Data in Medical Research, Chapman and Hall.

Recommended:
Cox, D. and Oakes, D., Analysis of Survival Data, Chapman and Hall.
Lawless, J., Statistical Models and Methods for lifetime data, Wiley.

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
Micaela di Leonardo  
Women's Studies B10  
LIFE AS WOMEN KNOW IT  
Time: TTH 4-5:30 and a discussion section  
Office Address:  1810 Hinman  
Office Phone:  491-4821  

COURSE DESCRIPTION: This course provides an introduction to the development and meaning of feminist perspectives on human social reality. "Women's Studies" is a set of interdisciplinary concerns and skills that fuels a transformative movement within the social and natural sciences and the humanities. Our overarching course theme will be women's common and differing lives in households and in the paid labor force--and the cultural screens that separate and dichotomize these realms. We will focus on the United States while holding a "watching brief" on other societies. Course topics will include the nineteenth and twentieth century women's movements; family, kinship and sexual politics; race and ethnicity; labor and political economy; sexuality and reproduction; violence against women; art and language; fashion, appearance and sexual politics; gender, science and medicine; feminist and antifeminist politics and political differences among feminists.

Marva Butler-White  
Women's Studies C75-1,  
INTERNSHIP IN WOMEN'S SERVICES  
Wednesday 6:30-8:30  
Office Address:  2000 Sheridan Rd.  
Office Phone:  491-7360  
Expected enrollment:  10  

COURSE DESCRIPTION: This course is designed to provide an opportunity for students interested in social services and advocacy for women a chance to examine the effects of feminist theory in an agency environment. Students will gain
a perspective in organizational structure and program
development through field research and practical work
experience. Students are expected to work a minimum of eight
hours per week in a supervised field placement. In addition,
they will meet regularly for lectures, activities and
discussion. The goal is to identify dynamics within
organizations that may not be consistent with the feminist
point of view. Prospective students should contact the
instructor or the Women's Studies Program (491-5871) during
the Winter Quarter to secure a field placement for spring.

Jane Winston
Women's Studies C92 Section 20
CONTEMPORARY FRENCH FEMINISMS
TIME: MWF 11-12:00
OFFICE: Kresge 129, 491-5490, 491-8268
OFFICE HOURS: Wednesdays 10-11, Fridays 1-2

COURSE DESCRIPTION: In this course, we will analyze the major
trends in post-1968 French feminist thought in their social,
cultural, intellectual, and historical contexts. We will
begin with the woman widely hailed as the 'grandmother'
of contemporary French feminism, Simone de Beauvoir, and her
1949 treatise, The Second Sex. We will then read works by
feminist thinkers engaged Freudian psychoanalysis, focusing
on the relation they posit between language and sexual
difference, and their views on women's language and feminine
writing. Our analysis of psychoanalytic feminism will begin
with several key texts by Freud. In the last weeks of the
course, we will explore French materialist feminism-- its
opposition to notions of feminine specificity and insistence
that female oppression must be studied in terms of cultural
construction and social and economic inequalities. Our
discussions focus on several interrelated areas of concern:
What is the nature and genesis of the 'differences' between
'men' and 'women'? Should a feminist politics maintain that
distinction? What would a 'politics of difference' look
like? What would be its strategies, advantages/weaknesses?
This introduction to contemporary French feminism involves a
number of challenging (and stimulating) reading assignments.

TEACHING METHODOLOGY: Short lectures and class discussion.

EVALUATION: Class participation is essential. All students
will remain current in their readings, attend class regularly, and participate in meaningful ways to our discussions. Students will prepare and deliver one short oral presentation and will write two short papers (5-7 pages).

READING LIST:
Simone de Beauvoir, The Second Sex
Helene Cixous and Catherine Clement, The Newly Born Woman
Christine Delphy, A Materialist Analysis of Women's Oppression
Luce Irigaray, This Sex Which is Not One
Sarah Kofman, The Enigma of Woman: Woman in Freud's Writings
Susan Sellers, Language and Sexual Difference: Feminist Writing in France
Monique Wittig, The Lesbian Body

EXCELLENT SECONDARY SOURCES:
Most of these textbooks are on reserve at the Northwestern University Library, Reserve Room, Second Floor. All textbooks are available for purchase at Great Expectations Bookshop, Foster St., Evanston.
Course Reading Packet is available at Copycat, Clark Street, Evanston.

Phyllis Lassner
Women's Studies C92 Section 22
GENDER, CULTURE, AND WRITING
Time: MWF 10-11
Office Address: 1902 Sheridan Road
Office Phone: 733-7712

COURSE DESCRIPTION: In this course we will explore relationships between writing and the social and cultural processes which shape writers' goals and strategies. We will read writing by women and men of different cultural and social identities and in various genres, and examine our reactions as readers to writers' voices, subjects, and methods. The genres we will read include the short story, personal, and argumentative essays, memoirs, and a novel. We
will read these in the light of current debates in theories of gender writing, the course will focus on different forms of the essay, and students will share papers in peer review and classroom writing workshops.

The structure of the course will be discussion. Informal short reaction papers will build towards an essay and a research paper on topics of the writer's choice. The course emphasizes revision, which will be facilitated by individual conferences with the professor.

Ellen Wright
Women's Studies C92 Section 21
CONTEMPORARY WOMEN WRITERS
Time: MWF 11-12:00
Office Address: 1902 Sheridan
Office Phone: 491-4453, 491-7414

COURSE DESCRIPTION: An examination of the fiction and poetry of Morrison, Lessing, Brooks, Rich, and other leading women writers. We will focus primarily on the assigned works as independent artistic achievements, but we will also relate them to each other and discuss some intriguing questions: Does contemporary writing by women tend to deal with special subjects? Is it "political"? Does it challenge traditional literary theory? Is there a distinctly "female" style? A paper (to be conferred over and reworked until the student is satisfied with it), midterm, and a final.

READING LIST:
Tillie Olsen Tell Me A Riddle
Toni Morrison Sula
Erica Jong Fear of Flying
Marsha Norman Night, Mother
Sylvia Plath Ariel
Anna Quindlen Living Out Loud
Adrienne Rich The Dream of a Common Language
Amy Tan Joy Luck Club
Amber Sumrall Lovers
Susan Cahill Women and Fiction (anthology)

Frances Freeman Paden
COURSE DESCRIPTION: This course is designed for students who wish to work closely with the Kreeger-Wolf conference and the theme that it will cover this year. Students will help host the conference, read and discuss materials related to its theme, and complete a major project concerning an event, individual, activity, artwork or issue that was significant to women's activism in the sixties and seventies. For that project students may continue work begun in another course or start fresh with a new project. The course may be especially useful for juniors who are ready to give some thought to research they will pursue in their senior year.

Class time will be devoted to discussing assigned readings and working on students' projects. Students will have frequent conferences with the instructor and form small writing groups to share research strategies, read one another's work and exchange ideas for rewriting, revision and presentation.

PREREQUISITES: Junior or senior status. Permission of Instructor. No p/n registration.

TEACHING METHOD: Discussion, workshop and oral presentations.

EVALUATION: Participation in daily activities. Two short papers. Final written project and presentation of that project to the group.

READING LIST: A packet of readings selected by the instructor.
COURSE DESCRIPTION: This course will examine four different methodological approaches to feminist political theory: relational feminism, radical feminism, socialist feminism and postculturalist feminism. We will evaluate and critique each of these approaches and raise questions about which approach is best suited to feminist aims.

COURSE REQUIREMENTS: class participation, midterm exam and term paper.

READING LIST:
Sara Ruddick  Maternal Thinking
Catharine MacKinnon  Feminism Unmodified
Susan Okin  Justice, Gender and the Family
Judith Butler  Bodies that Matter
Marge Piercy  Woman on the Edge of Time
Selected Essays in Course pack

Alexandra Owen
Women's Studies C95 Section 21
THE POLITICS OF SEXUALITY
Wednesday 2:30-4:30
Office Address:  Harris Hall 201B
Office Phone:  491-3153

COURSE DESCRIPTION: This course will explore issues central to the critique of hegemonic definitions of sexuality and power. It will focus on the social and historical constructions of sexuality, the emergence of lesbianism and homosexuality as medicalized and deviant categories and their subsequent politicization as positive aspects of self-definition, feminism and sexuality, and the problematic issues of sexual domination and violence. The course considers the historic contributions of Sigmund Freud, Havelock Ellis, and Michel Foucault to debates around sexuality, but emphasis is placed on critique and commentary from leading contemporary and feminist writers. Close attention is paid to the critical intersections of class, race and ethnicity. Course materials include historical, sociological and both film and fictional accounts.
REQUIREMENTS:
--Each week one or two students will present an outline and critique of the week's readings and will be responsible for identifying three or four issues around which the first half of the class will operate.
--an 8-10 page midterm paper.
--a proposal and preliminary bibliography for the final paper.
--a final 12-15 page paper.

PREREQUISITES: Students must demonstrate prior course work and a firm background in gender/women's studies. Permission of instructor is required, as is junior/senior status.

READING LIST:
John D'Emilio Sexual Politics, Sexual Communities.
Michel Foucault History of Sexuality, Vol. 1: An Introduction
Sigmund Freud Three Essays on the Theory of Sexuality (James Strachey, trans.)
Miridel Le Sueur The Girl
Joan Nestle A Restricted Country
Jeffrey Weeks Sexuality and its Discontents
Course packet

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
Mary Zimmerman  
Integrated Arts B91-1  
MODES OF THEATRE  
Office Address: 1979 Sheridan Rd. Room 200  
Phone: 491-3171  
Expected Enrollment: 20

COURSE DESCRIPTION: The goal of this course is to expand the notion of "drama" towards "modes of performance" and to provide the class an opportunity to perform in these various modes. We will explore performance strategies through the staging of written dialogue, fiction, non-fiction, poetry, and performance art. The students will be asked to develop a performance to embody each application. The course will weave together class discussion, student performances, and written responses, culminating in a final performance and a written examination. No P/N option.

PREREQUISITES: A90 ART PROCESS or permission of instructor. No other previous theatre study is expected.

Lorraine Peltz, Michael Leja  
Integrated Arts B91-2  
MODES OF ART  
Office Address: Kresge 254/216  
Phone: 491-7788/7346  
Expected Enrollment: 20

COURSE DESCRIPTION: An introduction to visual representation in which students learn about the processes and possibilities of visual communication through both comparative analysis of images and through creative work in the studio. The course begins with the structural elements of visual form (line, color, space) and progresses to perennial artistic themes (the human figure, nature, authority, cultural others). The place of invention and convention in the production of art will also be addressed. For all topics treated, analytical
and creative approaches will be explored simultaneously. The course requires six hours of class time per week, plus assignments. No P/N option.

PREREQUISITES: A90 ART PROCESS or permission of instructors. No previous art experience is expected.

TEACHING METHODOLOGIES: The course is team-taught; each meeting consists of one hour lecture/discussion of texts and slides followed by two hours of studio work.

EVALUATION: Grades are assigned on the basis of studio projects, mid-term and final exams (involving critical analysis of visual images and answers to essay questions) and participation in class discussion/critiques.

READINGS AND SUPPLIES:
- Berger, Ways of Seeing
- Xeroxed course packet
- Assorted studio materials, for work in a variety of media

Johannes Birringer
Integrated Arts Program C90-2
TOWARDS A THEORY OF THE ARTS
Office: 1979 Sheridan Road
Phone: 491-3232, 491-3171
Expected Enrollment: 20

COURSE DESCRIPTION: This course is intended to serve as a "keystone" in tandem with the previous course, C90-1 Performance Seminar, in order to provide a period of reflection and analytical expansion to the creative collaboration of the previous quarter.

Our goal is to investigate the theoretical implications of the Integrated Arts paradigm of artist/media/artwork/audience, and to examine the societal functions of aesthetics in and beyond institutional practices. In the context of contemporary society, such an analysis will not only have to focus on Western art ideologies and institutions of knowledge, but will cut across the traditional boundaries of artforms/media and move toward a more comprehensive perspective on the multicultural
dynamics of art production, exhibition-distribution, and reception.

This spring, participants will gather data for their analyses during a practical fieldwork experiment, namely the exploration of curatorial mechanisms and artistic/administrative decision-making processes in diverse Chicago art institutions (theatres, museums, galleries, festivals). Such institutional investigation requires a closer look at the conditions and modes of production in an arts organization; the management of exhibition programs or performance seasons; the display, sponsoring, and outreach (publicity and education); the works themselves; the traditions and developments of repertoires, and the relations of an arts organization to the community.

The fieldwork will be grounded in a theoretical/historical introduction to the philosophy and the pragmatics of art-exhibitions. Participants will then form independent or cooperative fieldwork task forces in order to explore the vision and institutional politics behind a museum, gallery, theatre, or cultural center, to conduct interviews, to attend art events, and to write an ethnography or philosophical critique of a local arts organization or festival. Students will also need to be familiar with current debates on multiculturalism and on sponsorship/censorship, and the shifting relations between conventional art practice and community-based art.

Final presentations (project write-up, slide or video lecture) must be based on new and original investigation.

REQUIRED READINGS: Jacques Attali, Noise; Steven Dubin, Arresting Images, Nina Felshin, ed., But Is It Art?; Ivan Karp/Steven Lavine, eds., Exhibiting Cultures; Lucy Lippard, Mixed Blessings; Brian Wallis, ed. Democracy: A Project by Group Material.

cotec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Michael Loriaux
International Studies B02
INTERNATIONAL ETHICS
Time: T Th 1:00-2:30 PM
Office Address: 208 Scott Halld
Phone: 491-2625
Expected Enrollment: 100

COURSE DESCRIPTION: What are the principles of a good foreign policy? Can statesmen be held morally accountable for their acts, or are the vicissitudes of international politics such that they cannot? If it is possible to hold them to moral standards, what are those standards? We explore these questions by examining some of the most provocative works in the literature on international relations.

READINGS: Authors read include Plato, Thucydides, Rousseau, Kant, Hume, Marx, E.H. Carr and Albert Camus.

TEACHING METHOD: lecture and class discussion.

GRADING: Grades will be based on a mid-term take-home exam (25%), a final take-home exam (50%), and participation and quiz scores in discussion sections (25%).

NOTE: Registration takes place through the International Studies Program.

Laurence D. Schiller
International Studies C90
THE TRAGEDY OF AFRICA'S HORN: WAR AND FAMINE IN SOMALIA AND ETHIOPIA
Time: Mondays, 1-3 PM
Office Address: 102A Harris Hall
Phone: 491-7278 and 491-4654 (Voice Mail)
Expected Enrollment: 15
COURSE DESCRIPTION: Over the past few years terrible famines in Somalia and northern Ethiopia have grabbed the headlines in Western countries. The starvation of thousands, however, has merely formed the backdrop to a fierce multidimensional struggle for power in the Horn of Africa. The facets of this conflict have included the destruction of Ethiopia's ancient regime by Marxist revolution, civil war amongst the Somali clans, the 1000 year-old rivalry between coastal Muslims and highland Christians, the secession of ethnic groups from Ethiopia, especially in Eritrea, and the involvement of outside powers such as the UN, United States, and the Soviet Union. This seminar seeks to throw light on the tragedy of Africa's Horn with an eye towards understanding the complexity of the problem and the role that internal and external factors have had in creating it.

TEACHING METHOD: The class will be a seminar and students will examine various topics in depth with different students producing short discussion papers for the class each week. In addition, there will be a term paper due at the end of the quarter on a topic of the student's choice. The class will be structured so that students can pursue their own specific interests within the framework of the topics to be discussed. As a seminar, there will be significant reading and this must be done before class if the class is to be successful. There will be no exams.

TENTATIVE SELECTED READINGS:
Farer, Tom. War Clouds on the Horn of Africa
Laitin, D. Somalia
Lefort, Rene. Ethiopia: An Heretical Revolution
Schwab, Peter. Ethiopia: Politics, Economy, and Society
Wubneh and Abate. Ethiopia

Bruce Cumings
International Studies B01-3
INTRODUCTION TO THE WORLD SYSTEM
Time: T-Th, 10:30-12:00, Harris 107
Office Hours: Wednesdays, 1-3 p.m. (618 Garrett Place)
Phone: 467-2770
Expected Enrollment: 160

COURSE DESCRIPTION: This portion of the international
studies program core sequence examines the contemporary world system. We will begin with World War I and the Depression—the twin events that ended the 19th century system—and the politics that each of them produced. We will continue through the transformations accompanying World War II, especially the rise of the United States and the Soviet Union to global power and the vast decolonization of the Third World. Then we will examine the system of bipolarity and its offspring, known as the Cold War, and the particular U.S. role in organizing a Pax Americana. Next we look at wars and revolutions in the periphery, especially the Korean and Vietnam wars. We then consider how the Third World relates to the First World. Finally we consider the end of the Cold War, the collapse of Western communism, and the "New World Order" (or disorder as the case may be).

REQUIREMENTS: continuous reading, one ten-page paper, and a final examination.

All readings are to be completed before the class for which they are assigned, so that our class and section discussions will be informed and useful, and so the lectures will be comprehensible.

Your paper should take a particular problem that comes up in class or in a reading, and analyze it. This would usually mean a specification of the problem, library research, and a coherent argument seeking a solution to your "problem".

The final examination will be two hours long, and will require you to write one essay and answer fifty multiple-choice questions designed to test your reading.

GRADING: Final grades will be calculated as follows: the paper and the final will count equally, 50% each; and good attendance and class participation in lectures and sections will merit an increment in your final grade of either .1 or, in exceptional cases, .2. (You end up with a 3.0 from your paper and your final exam; you spoke up well in sections; your final grade is 3.1).

TEACHING ASSISTANTS: Teaching assistants will conduct discussion sections where you can mull over the readings and the lectures. These discussion sections exist for you, they accommodate our inability to hear everybody in the larger
class, to sort out questions and difficulties, etc.: therefore attendance is mandatory. Negligence in this regard may also merit a demerit, i.e., a deduction of .1 or .2 from your final grade.

LECTURES: Mr. Cumings may or may not deliver a full lecture, the kind appropriate for students who equate ten pages of notes with a fulfilling class. Sometimes we will have a film; sometimes we will have a discussion; sometimes we will have a lecture. All learning is interactive, which means lectures delivered into a void may not be the best procedure. The best procedure is when you are thinking.

READINGS: The following books are recommended for purchase, and are available at SBX on Sherman Avenue:
   - Daniel Chirot, Social Change in the Modern Era
   - Walter Laber, America, Russia and the Cold War
   - Michael Herr, Dispatches
0605 Performance Studies

Paul Edwards, Supervisor
General Speech A03
ANALYSIS AND PERFORMANCE OF LITERATURE (4 sections, each taught by a different instructor)
Office Address: 1979 South Campus Dr. Room 200
Phone: 491-3171
Expected Enrollment: 20 per section

COURSE DESCRIPTION: A basic course in critical reading, discussion, performance, and written analysis of poetry, short stories, and nonfiction texts. The course provides training in expository and critical writing as well as solo performance. Non-Speech students are welcome.

Open to P/N to all but Performance Studies majors; non-majors welcome.

TEACHING METHODOLOGIES: Each section is limited to 21 students. The course emphasizes the student's involvement in literature through individual performance and through active participation in discussion.

METHOD OF EVALUATION: Minimum requirements for each section: three performances; three papers; some kind of pre-final written testing, such as short quizzes or a midterm examination; a written final examination.

BOOKS:
  A03 Handbook (coursepak)
  Hall, To Read Literature (3rd Edition)

Frank Galati
Performance Studies B10-2
PERFORMANCE OF NARRATIVE FICTION
Office
Address: 1979 Sheridan Rd., Room 229
Phone: 491-3234
Expected Enrollment:  20

COURSE DESCRIPTION: The central goal of this course is to help the student to reach an experiential understanding of prose fiction through the act of performance. Emphasis is placed upon the short story form, with specific stories selected for exploration through discussion and performance. It is assumed that the student will have had some exposure to the basic principles of interpretation in A03 (or its equivalent). Students with this background are expected to be comfortable with the conventions of the solo performance of prose fiction. The course includes written analysis, an exercise in adapting and staging a short story, discussion, and solo performance.

PREREQUISITE: A03. Open to P/N to all but departmental majors.

TIME REQUIRED: Time required for course work outside of class will vary from week to week, but it should average between four and six hours a week.

TEACHING METHODOLOGIES: Emphasis is placed upon active participation in class discussions. The quality of written work and the development of performance skills.

METHOD OF EVALUATION: Two graded solo performances, each 5-10 minutes in length, One graded group performance and two analytical papers, each 5-10 pages. There will be a final written examination. Attendance is mandatory.

SAMPLE TEXTS:
N. Gogol, Diary of a Madman and Other Stories
J. Joyce, Dubliners
F. O'Connor, Everything That Rises Must Converge
S. Elkin, The Living End.

Njoki McElroy
Performance Studies C09-1

PERFORMANCE OF BLACK LITERATURE: DRAMA
Office Address: 1979 Sheridan Rd. room 219
Office Phone: 491-3232 or 491-3171
Expected Enrollment: 25
COURSE DESCRIPTION
Since Black Playwrights played a significant and dynamic role in the 1960's Black Arts Movement, C09-1 provides an exciting opportunity to examine the political, historical and artistic implications of plays written during the Black Cultural revolution.

COURSE REQUIREMENTS
Three performances by each student. Two papers (2-6 pages) analyzing content and character. A journal which the student records personal accounts of reactions to course material and related experiences.

Paul Edwards
Performance Studies C18-0

SHAKESPEARE: PERFORMANCE AND CRITICISM
Office Address: Theatre/Interpretation Center, Rm. 216
Phone: 491-3171, 491-3268
Expected Enrollment: 20


METHODS OF EVALUATION: Structured discussion of the play and related critical readings; performance; final paper. All students will participate in a presentational staging of the play, to be rehearsed during the regular class hours. In order to take the class, students must be available to rehearse and perform this staging on some of the evenings of CAS Reading Week (T 5/30-F 6/2).

TEXTBOOK: Shakespeare's All's Well That End's Well; selected critical readings.

Johannes Birringer
Performance Studies C26-1,2

PERFORMANCE ART
Office Address: 1979 Sheridan Rd., Rm 219
Phone: 491-3232, 491-3171
Expected Enrollment: 20
COURSE DESCRIPTION: Our exploration of performance art as an emerging practice will initially focus on the cultural situations of the 1960s in which performances and happenings became allied with Fluxus, pop, kinetic, conceptual art and with video. We shall return to the historical avant-garde and the development of performance and media theories in this century before examining the more recent impact of alternative visions (e.g. feminist, gay/lesbian, multicultural) on the idea of performance.

PREREQUISITES: Juniors and Seniors; open to others upon the approval of the instructor.

TEACHING METHOD: This is the laboratory workshop, with the major portion of class time spent on demonstration, performance analysis, and student participation in both structured and unstructured interaction.

EVALUATION: Everyone is responsible for readings and discussions. There will be a flexible range of options of critical projects, research papers, and short performances in any combination of media. Class participation, research presentation and an objective midterm exam are required.


In addition to these texts, excerpts of theoretical writings from Benjamin to Trinh Minh-ha will be made available. Slides and videotapes will be included in the laboratory.

Dwight Conquergood
Performance Studies C27
FIELD METHODS IN PERFORMANCE STUDIES
COURSE DESCRIPTION: An introduction to ethnographic fieldwork research methods for graduate students and motivated undergraduates. By "fieldwork" we mean "open air" research as opposed to "armchair" research—getting out of the ivory tower and into some natural setting where you can learn about another way of life through observation and participation. Fieldwork is a craft—as much an art as it is a science—and, like any craft, it is learned primarily in two ways: storytelling and practice. We will be using a number of books in which experienced ethnographers tell stories about fieldwork practices. I will also share stories from my fieldwork practices from time to time. Students will be required to conduct extensive fieldwork research for this course.

PREREQUISITE: Some background coursework in performance studies is recommended, but not required. The most important attribute is an open mind and a willingness to take on the often labor-intensive work of fieldwork research.

READING LIST:
C. Smith & W. Kornblum, In the Field: Readings on the Field Research Experienced.
S. Lavie, et. al. Creativity/Anthropology
R. Rosaldo, Culture and Truth: The Remaking of Social Analysis
S. Lavie, Poetics of Military Occupation

RECOMMENDED:
J. Rollwagen, ed. Anthropological Film and Video in the 1990s

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
0610 Communication Studies

Staff
Communication Studies, 610-A02
PUBLIC SPEAKING
Office Address: Harris Hall, Room 8
Phone: 491-7532
Expected Enrollment: 22 Per Section

COURSE DESCRIPTION: This course provides an introductory survey of public speaking principles and forms. Though the emphasis is on the practice of public speaking, critique is also stressed. Therefore, students are afforded several opportunities to deliver speeches to the class and also to act as critics in judging the effectiveness of sample speeches.

PREREQUISITES: No prerequisites. P/N is permitted. Students who do not attend the first two days of class will be dropped from the roster.

TEACHING METHOD: While readings emphasize traditional and contemporary theory and research, this course is primarily a practicum. Students build rhetorical skills by applying principles learned textually to the construction, delivery and critique of their own speeches.

EVALUATION: Oral performances both oral and written rhetorical critiques, and active participation are evaluated by the instructor.

Staff
Communication Studies 610-A01
INTERPERSONAL COMMUNICATION
Office Address: Harris Hall, Room 7
Phone: 491-7532
Expected Enrollment: 22 students per section

COURSE DESCRIPTION: Through lecture, discussion and
exercises, this course introduces students to key concepts in the study of interpersonal communication. The course is designed to: increase students' awareness and understanding of communication processes; encourage students to think critically about communication theory and practice; provide background for upper-level communication courses. No prerequisites.

TEACHING METHOD: While some sessions are devoted to lecture about basic concepts and models, a significant portion of class time is allotted for student participation.

EVALUATION: Varies somewhat with instructors. In general, the course grade is based on examinations, papers, projects and class participation.

Limor Peer
Communication Studies C71
PUBLIC OPINION
Wednesday 2-5
phone: 491-7532
Dept. of Communication Studies
Harris Hall

COURSE DESCRIPTION: This course examines the concept and measurement of public opinion. The first part of the course covers the emergence of opinion polls from a historical perspective. Next, students will learn about polling techniques and problems and will have the opportunity to design and conduct their own survey. The last part of the course focuses on some critical questions about public opinion as we know it today, with an emphasis on the relationship between polls and the media. The purpose of this course is to provide students with practical and analytical tools with which they can evaluate the role of public opinion in modern times.

EVALUATION: Final paper, research reports, and class discussion of readings.

Kathleen Galvin
Communication Studies 610-C82
FAMILY COMMUNICATION
COURSE DESCRIPTION: An overview of the family from a communication system perspective. Focus is placed on topics such as multi-generational interaction patterns, intimacy, conflict, decision making, environmental/cultural factors and enrichment. A wide range of family forms will be discussed.

TEACHING METHOD: Lecture - discussion approach. Some use of simulation/role play.

EVALUATION: Take home midterm, book reviews, final paper/project.


Linda Horwitz
Communication Studies 610-C98
WOMEN, RHETORIC, AND FEMINISM
Office Address: Harris Hall, 18
Phone: (708) 491-7530
Expected Enrollment: 15 (priority given to junior and senior speech or women studies majors.)

COURSE DESCRIPTION: This class will examine the interconnections between rhetoric and feminist theory through close attention to the textual practice of women. The focus will be on the rhetorical texts produced by women in response to being silenced. We will be reading speech texts, as well as theoretical and critical work. The course will act as an introduction to rhetoric for women studies students as well as an introduction to women studies for rhetoric students.

TEACHING METHOD: This class will be taught seminar style. While there will be sporadic lectures, students will be expected to participate actively in weekly class discussions. Students will also be responsible for a considerable amount of reading, the writing of multiple short papers, and oral presentations.

EVALUATION: Evaluation will be based upon class discussion,
attention to class readings, and performance on several written critiques.

Steven Wildman
Communication Studies 610-D86
COMMUNICATION SYSTEMS
Office Address: Harris Hall, Room 15
Phone: (708)491-4262

COURSE DESCRIPTION: This course examines markets, firms and other economic institutions as information systems that reduce coordination and communication problems. Economic and sociological perspectives are emphasized. Theoretical frameworks developed are used to explore the impact of new information technologies on market and organizational structures and options available to policy markers.

REQUIRED TEXTS: Course Pack

EXPECTED ENROLLMENT: 7-10

TEACHING METHOD: Combination lecture and class discussion.

EVALUATION: Short literature reviews, class participation, and a research paper.

Paul H. Arntson
Communication Studies 610-B04
PARADIGMS AND STRATEGIES OF LEADERSHIP
Office Address: Harris Hall, Room 1
Phone: 467-1367
Expected Enrollment: 96

COURSE DESCRIPTION: This course will introduce students to theoretical and practical problems involved with leadership in various contexts. Lectures will focus on leadership issues in the realms of politics, business and the community. Weekly small group meetings will focus on leadership in decision-making contexts. This course is one of the prerequisites for participation in the Undergraduate Leadership Program.

PREREQUISITES: This course is open to freshman and
sophomores from all schools in the university. There are no academic prerequisites.

TEACHING METHOD: This course is divided equally into lecture, discussion sections and small group meetings.

EVALUATION: There will be written case-study analyses and a final group project. Students will also be graded on their participation in the groups and discussion.

NOTE: Registration is limited to 96 students. Permission of the Leadership Program is required for registration. Students will need to submit applications to receive permission. Applications will be accepted in Room 1, Harris Hall, from February 7th through the 10th. A list of those receiving permission to enter the course will be posted on Monday, February 13th outside room 1. Contact Angela Normoyle in the Leadership program office, Room 1, Harris Hall, phone 467-1367, for details.

David Zarefsky
Communication Studies 610-C27
CONTEMPORARY RHETORICAL PRACTICE
Office Address: 1809 Chicago Avenue #104
Phone: (708) 491-7530
Expected Enrollment: 110

COURSE DESCRIPTION: This course focuses on the rhetorical history of the United States during the 1960's. An attempt will be made to develop rhetorical interpretations of the social and political forces dominating the decade and to examine the patterns of persuasion which these forces spawned. Special emphasis will be given to political leadership, pressures for social and political charge, foreign policy, and transformations in the rhetorical environment.

PREREQUISITES: There are no prerequisites, but some background reading may be necessary for students who have had no previous work in rhetorical analysis and criticism.

TEACHING METHOD: There will be three general meetings of the class each week; these sessions will rely primarily on lecture with some discussion. Additional teaching methods
will be employed depending upon which evaluation methods the student selects (see below). Additional, optional meetings will be scheduled to view video materials and participate in discussion.

METHODS OF EVALUATION: There will be one-in-class, essay-type final examination, which will constitute at least 30% of the course grade. The remainder up to 70%, may be composed as each student wishes from among the following options: midterm examination, weekly seminar, two short papers illustrating rhetorical criticism, one long research paper, independent reading and writing of book reviews.

READINGS: (tentative and subject to change):
- David Farber, The Age of Great Dreams
- Theodore O. Windt, Presidents and Protesters
- Richard Reeves, President Kennedy
- Doris Kearns, Lyndon Johnson and the American Dream
- Jonathan Schell, The Time of Illusion

There will be some, but not much, additional reading in the Reserve Room at the library. There will also be a photocopied collection of speeches.

Mark T. Palmer
Communication Studies 610-C45
THEORIES OF NONVERBAL COMMUNICATION
Office Address: Harris Hall, Room 2
Phone: (708) 491-7855
Expected Enrollment: 25

COURSE DESCRIPTION: This course is designed to familiarize upper division undergraduates and graduate students with the major research literature in nonverbal communication. The course organizes material from a variety of disciplines into a theory development framework, progressing from observational treatment of nonverbal phenomena to complex causal models of nonverbal communication behavior.

PREREQUISITES: B01-1 Research Methods in Communication Studies; B40 Theories of Interpersonal Communication.

TEACHING METHODOLOGY: Class sessions will combine informal lectures and discussion (as size permits).
EVALUATION: Grades will be determined by examinations and other opportunities (size permitting).

Karen Whedbee
Communication Studies 610-C21
PUBLIC ARGUMENT
Office Address: 1815 Chicago Avenue
Phone: (708) 491-7530
Expected Enrollment: 20

COURSE DESCRIPTION: Public argument, while a kind of misnomer to some, assumes special importance whenever polities have to sort out agendas, priorities, and resources for collective projects. As we define and decide among competing interests, public argument offers an alternative to force and avoidance as means for dealing with conflict. This course is generally concerned with the ways arguments and issues are found, formed, framed and appraised within the less than predictable episodes of public life. The course begins with some more-or-less traditional models of public argument to see if these have anything to teach us about actual argumentation practice. We then focus our attention upon two concepts that are critical to argumentation in civic life: the public and authority. This course will be preoccupied with questions such as: What is the role of public argument in the formation of communities? Once formed, what holds a community together? How does public argument contribute to the formation of roles of authority and hierarchies within the community? What obstacles are presented to those who are on the fringes of the community and who seek to be recognized by the community? Readings and assignments for the course are designed to illuminate and negotiate the gap between argumentation theory and actual political practice. The aims of the course are, first, to increase the student's understanding of the theory and practice of argument; and second, to develop the student's critical and analytical skills.

TEACHING METHOD: There will be periodic lectures by the instructor; however, the emphasis will be on discussion by the full classes, and on periodic reports by students.

METHODS OF EVALUATION: Final grades will be based on evaluation of critical essays, a research paper, and class
COURSE DESCRIPTION: This course is focused on processes observed in interpersonal disputes. Causes of conflict and methods of resolution will be discussed. Sources of information will include research and theory drawn from communication, social psychology, and sociology. The course will include general models of conflict as well as material related to disagreements in specific contexts such as friendship, dating, and marriage. The primary method of teaching will be lecture and students are encouraged to ask questions and offer examples.

PREREQUISITES: Students should have completed B-01: Introduction to Research Methods" and one of the following: B-40 "Theories of Interpersonal Communication", B-05 "Theories of Persuasion", or C-63 "Bargaining and Negotiation".

TEACHING METHOD: Students should request delays on assignments in advance of the due date. Justifications for the delay should be provided. Any instance of academic dishonesty results in automatic failure of the entire course. This is not negotiable. Please do not call me at home except in severe emergencies. A necessary but not sufficient condition for passing the course is the completion of all assignments. Although students may wish to share classnotes, the instructor in no way forces it. While class attendance is not required, the nature of the exams makes it strongly advisable. I will not repeat class lectures and I will not hand out my lecture notes. Voluntary extra credit may be available during this quarter. If so, I will announce it during class and those who wish to participate may do so. This extra credit takes the form of participation in research projects. Choosing not to do extra credit will not be punished.

EVALUATION: 50% of the student's grade will come from 2 one-
hour short answer exams. Each exam will contain both application and recall questions although the percentage of each will probably vary. The student's grade will be determined by taking the highest point total obtained on the exam and going down percentiles: 93% = A; 90% = A-; 87% = B+; 83% = B; 80% = B-; 77% = C+; 73% = C; 70% = C-; 60% = D. The remaining 50% of the grade will come from a major paper.

READINGS: Because there is not an adequate book for this course you will not be forced to by one. However, this means that class attendance is essential for doing well on the exams. In addition, students will need to meet with me during my office hours in order to gather more in-depth information about the theory they wish to employ for their paper.

Joseph Walther
Communication Studies, 610-B05
THEORIES OF PERSUASION
Office Address: Harris Hall, Room 21
Phone: (708) 467-2285
Expected Enrollment: 90

COURSE DESCRIPTION: The purpose of this course is to introduce the student to theory and research in communication and persuasion. A number of theories of persuasion are examined and research bearing on the theories is discussed. In addition, application of theory and research to a number of different persuasion situations is stressed. Social influence strategies as well as strategies for defense against persuasion are examined.

No Prerequisites.

TEACHING METHOD: The course employs a lecture/discussion format.

EVALUATION: The final grade is based upon examinations and essays.

Irving J. Rein
Communication Studies, 610-C77
THE RHETORIC OF CULTURAL GENRES
COURSE DESCRIPTION: Specific cultural forms are examined from a rhetorical perspective. Topics will vary from year to year, e.g., film, comedy, popular music, news, docudrama, the novel. This year's topic is Hollywood film.

PREREQUISITES: B75

TEACHING METHOD: The course will be taught in a workshop format.

EVALUATION: Grading will be based on one paper, a final project, and participation in class discussions.

READINGS: The readings will vary each year according to topic.

Irving J. Rein
Communication Studies, 610-D75
SEMINAR IN THE RHETORIC OF CONTEMPORARY CULTURE
Office Address: 1815 Chicago Avenue, Room 201
Phone: (708) 491-7530
Expected Enrollment: 20

COURSE DESCRIPTION: This quarter's topic is celebrity. The seminar will examine celebrity from the perspective of how person images are developed, marketed, and distributed.

PREREQUISITES: B75 or equivalent

TEACHING METHOD: Seminar

EVALUATION: Grading will be based on two papers.

READINGS: Gamson, "Claims to Fame"
Rein, Kotler, Stoller, "High Visibility"
Other readings to be assigned

Lloyd Bitzer
Communication Studies, 610-C95 (special topics)
COURSE DESCRIPTION: This course is designed to explore the rhetorical styles, issues, arguments, and strategies of religious discourse. Matters of faith, good works, questions of the sacred, and of moral conduct make deep claims upon their audiences, whether congregations or less formal assemblies of believers. So religious discourse provides students of rhetoric with a rich variety of genres and styles. It ranges from the sermonic language of homily, to testaments of faith, confession, conversion and prophesy. In addition to examining these genres, C95 will also examine contemporary controversies about the proper place of religious rhetoric in public affairs. Debates over "theocracy," the proper distance between church and state, art and morality, "family values" all reflect a public arena where religious rhetoric has gained increasing influence. The aim of C95 is to deepen our understanding of this rhetoric in our contemporary culture.

COURSE REQUIREMENTS AND TEACHING METHODOLOGY: Previous courses on related subjects have combined lecture with less formal seminar discussion. Readings particularly relevant to the course will be studied and discussed. There will be several short papers, a term project, and possibly one essay examination. Sample course readings are listed below:

- William James, Varieties of Religious Experience
- Ian Ramsey, Religious Language
- Kenneth Burke, The Rhetoric of Religion

BACKGROUND PREPARATION FOR THE COURSE: This course assumes that the student has an interest in studying the language and strategies of religious rhetoric. A familiarity with the study of rhetoric would be helpful to students in this course. Belief in the doctrines of a particular religion is optional.

PREREQUISITES: Consent of instructor
0615 Radio, Television and Film

B15 MEDIA LITERACY: PRODUCTION AND CRITICISM
Lecture TuTh AMS AUD 1-3
lab 1 Tu 9-12 Library reserve teaching lab
lab 2 Tu 9-12 AMS 100
lab 3 Th 9-12 Library reserve reaching lab
lab 4 Th 9-12 AMS 100

Chuck Kleinhans
316 AMS 491-7315
cuckkle@northwestern.edu
office hours: TBA and by appointment

COURSE DESCRIPTION: This is a criticism and production course for non-majors which provides a theoretical as well as hands on introduction to the grammar of both still and moving images. The goal of the course is to give students basic skills to be educated users, observers, consumers, and critics of the media. Using the themes of how gender and foreign places are represented, the course will examine photography, film, television, radio, and computer graphics in their various manifestations of advertising, narrative fiction, documentary and art.

The course consists of two, 2-hour lectures and one 2 hour lab per week. Classes will consist of lectures, frequent screenings and discussions. Labs will be concerned with the creation and critiquing of production assignments. Attendance is required at lectures and labs. Frequent absences will affect your final grade. The School of Speech does not observe "reading week and you will be required to attend classes the last week.

Besides attending lectures and labs, there are three additional kinds of work required: 1) readings, 2) short written journal assignments, and 3) lab production assignments using photography, photomontage, and computer imaging.
C-22  RADIO/TELEVISION/FILM GENRE--WESTERNS FACTS AND FICTIONS
L. Lichty
TuTh 9-11a
The subject of this course is "the Western" in movies, radio and television and the image of the American West.

COURSE DESCRIPTION: This includes the history of the Western movies, including serials. Attention will also be given to role of Western drama on radio and television.

It is not the specific, or sole, purpose of the course to compare these fictions with the "real" American west but attention will be given of the history of the frontier and its depiction in other media. For examples, readings will include material on stage, art, photographic and other depictions. Several documentary explorations will be used for comparison.

A major term paper, and several shorter papers will be required.

Permission of instructor required. Admittance will be based on proper preparation to do individual research in the area. This might include but is not limited to previous course work in film, broadcasting, American culture and/or social history. You must have junior standing.

If you have not had courses in broadcasting, motion picture, or documentary history, you might wish to write a short note citing your preparation for such research and indicate several topics for research that interests you most.

If you need additional information: Lichty 1-2244.

C-42  PROGRAM PLANNING AND PROGRAMMING
Tu and Th 1-2:5
Instructor: L Lichty

COURSE DESCRIPTION: Starting with a basic analysis of various types of electronic mediaprograms the purpose of this course is to study and prepare programs for television and cable. Further, the programming of the electronic media will be considered including strategies, scheduling, and evaluation. Topics will include: the program planning
process; preparation of pilots; program types, ideas, and
descriptions; titles, openings and closings; program
structure and appeals, programming for radio, programming for
television, programming for cable, and public broadcasting.
There are lecture/discussion on these and additional topics
as well as required reading in a text and trade publications.
However, the primary work of the course is preparing seven(7)
written assignments on topics such as description and
analysis of a program, titles, unit analysis, structure, and
appeals. The major assignment for the course is the
preparation of a program proposal.

Permission of instructor required; permission based on proper
preparation for this course including--but not limited to--
study in media structure, broadcasting history, and audience analysis.

If you need additional information: Lichty 1-2244

C85 INTEGRATED MEDIA ARTS
Spring 1995
Lect F 3-5 AMS 325
Lab MW 3-6 Library reserve room; Mac teaching lab

Chuck Kleinhans
316 Annie May swift; 491-7315
chuckkle@northwestern.edu
offices TBA

REQUIREMENTS: Enrollment limit: 19. Permission of
instructor required. Not open to RTF students or any
graduate students. Priority enrollment to Integrated Arts
students. Next priority to students who have completed RTF
B15 Media Literacy (formerly B98 in 90-91 and 91-92).
Students must attend first two classes.

COURSE DESCRIPTION: Integrated Media Arts investigates the
nature of contemporary media and considers the circulation of
sound and image material in digital reproduction/diffusion
technologies. Following the Integrated Arts Program goal of
combining critical and creative work, students will use the
Macintosh computer to manipulate, edit, alter and synthesize
image and sound material, sequence images, and explore
sound/image/word relationships for expressive purposes.

Lectures and readings provide a context for developing an
analysis which will be used to conduct work using the computer as a primary art medium. Topics covered include art in industrial production and mass diffusion, photomontage, Pop art, fragmentation and recycling, imitation and appropriation, image ownership cyberpunk and postmodernism.

Classwork includes lecture, discussion, screenings and work in the Mac lab. Outside work includes readings, screenings and additional work on the Mac. No previous experience with the Macintosh is expected. Students will do a series of graduated exercises and learn basic paint/draw, image scanning and manipulation, sound synthesis and manipulation, simple animation, and elementary programming using Hypercard 2/Hypertalk.

Grading: midterm (5 page take-home; 15% of final grade) final (in-class; 25% of final grade), class discussion (10%), lab exercises and creative projects (5 projects, about 10% each)

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
0620 Communication Studies & Disorders

Chuck Larson
Speech 620-B02
Biological Foundations of Human Communication
Office Address: 2299 Sheridan Road
Phone: 491-2424
Expected Enrollment: 50

COURSE DESCRIPTION: This course is intended to introduce the student to basic neurophysiological principles underlying human communication. The course covers basic mechanisms underlying function of the nervous system, starting with single cells and progressing up through simple reflexes to more complex functions such as memory and cognition. Sensory systems including the auditory, visual and somatosensory are described in the context of their importance for communication. The organization of the cerebral cortex is described, and the various deficits resulting from damage to the cortex are presented.

PREREQUISITES: None

TEACHING METHOD: Lecture format with encouragement of class discussion.

EVALUATION: There are two objective mid-term examinations and a final exam.

READINGS:

David Rutherford
Speech 620-B03
Acoustics of Speech
Office Address: 2299 Sheridan, room 3-363
Phone: 491-2417
Time: MTThF 11:00
COURSE DESCRIPTION: This course is intended to introduce the student to the acoustic structure of speech sounds and to the specific acoustic cues that enable a listener to discriminate and identify speech sounds in syllables and words. The first third of the course is concerned with the physics of sound and elementary psychoacoustics; the second section considers the acoustic structure of American English vowels and the information they convey; the final section of the course covers the acoustic cue system utilized in consonant recognition, theories of speech perception and feedback systems utilized in motor speech learning and control.

PREREQUISITES: None

TEACHING METHOD: Lecture and classroom demonstration.

METHOD OF EVALUATION: Three objective midterm examinations at approximately 3-4 week intervals, each contributing equally to the final grade.

READINGS:
G.S. Borden and K.S. Harris, Speech Science Primer.

Nina Kraus, Ph.D.
Audiology 621 C-25
Central Auditory Neurophysiology: Evoked Potentials
Office Address: 2299 Sheridan, room 2-246
Phone: 491-3165
Time: Tuesday & Thursday (8:30-10:00) / Weekly 2 hour lab

COURSE DESCRIPTION: This course covers basic principles, clinical applications and theoretical issues of human auditory neurophysiology. Major focus is on auditory brainstem, middle latency and cortical components of auditory evoked potentials. Covered are: fundamental neuroanatomy and physiology of the central auditory system, clinical applications of evoked potentials as measures of hearing and neurologic function, use of evoked potentials in the study of neurophysiologic bases of auditory perception.
TEACHING METHODS: lecture and lab

EVALUATION: midterm exam, final exam, lab and class participation

READINGS: available upon request

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
0630 Theatre

Kim Rubinstein/Staff
Theatre, 0630, A40-2
THEATRE IN CONTEXT
Office:  Thea/Interp Ctr., 218
Phone:  467-2755
Expected enrollment:  100

COURSE DESCRIPTION:  A study of fundamental theatre concepts integrating the areas of dramatic literature, theatre history, voice, movement and production activities in a total theatre approach.  Course organization includes master lectures, intensive discussion, performance labs, and production crew assignments.

Fall:  Concentration on Tragedy.

PREREQUISITES:  None.

TEACHING METHOD:  Lecture/discussion.

EVALUATION:  Two papers, quizzes and final exam.

READINGS:  Plays and Criticism.  Texts to be determined later.

Hallie Zieselman
Theatre 0630,  B40-2
STAGECRAFT:  SCENERY
Office:  Thea/Interp Ctr.
Phone:  491-3170

COURSE DESCRIPTION:  The process of realizing the stage design from the theatre technician's point of view.  Emphasis is on the craft and technology used in mounting a theatrical production.

Winter:  The principles and tools used in the construction,
rigging, and handling of scenery for the stage.

PREREQUISITES: Sophomore standing or permission of instructor. Participation in department productions.

EVALUATION: 2 quizzes, 2 tests, 2 projects.

READING: Gilette, Stage Scenery

Joe Tilford
Theatre, 0630, B41-1
DESIGN PROCESS: SCENE DESIGN I
Office: Thea/Interp Ctr.
Phone: 491-3143
Expected enrollment: 15

COURSE DESCRIPTION: The process of scenery, lighting, and costume design from initial reading of the script to production realization approached from the stage designer's point of view. Emphasis is on the creative process used in developing the physical elements of a theatrical production. Theoretical and practical approaches are studied, along with the responsibilities of the theatrical designer.

Fall: Sets. to provide the students with general knowledge and understanding of the scenic designer's role in theatre as well as to offer training in skills demanded of the scenic designer.

PREREQUISITES: Sophomore standing. Participation in theatrical productions.

EVALUATION: Midterm and final examinations. Project work throughout. Attendance. Participation in university theatre production crews.

Alexandra Sargent
Theatre 0630, B41-2
DESIGN PROCESS: COSTUME DESIGN I
Office: Thea/Interp Ctr.
Phone: 491-3170
Expected enrollment: 20

COURSE DESCRIPTION: A lecture and projects course which will
study the design process in Stage Costuming. It begins with the reading of the play, interpretation of the characters and will discuss the designer's relationship to the director, the actor and the costume shop. It involves period research, sketching techniques, color theory and will result in a series of costume sketches. Participation in departmental productions is required.

PREREQUISITE: Permission of the instructor.

EVALUATION: Class participation and projects portfolio.

TEXT: None.

Joe Appelt
Theatre, 0630, B41-3
DESIGN PROCESS: LIGHTING DESIGN I
Office: Thea/Interp Ctr., Room 228
Phone: 491-3170
Enrollment maximum: 16

COURSE DESCRIPTION: The process of scenery, lighting, and costume design from initial reading of the script to production realization approached from the stage designer's point of view. Emphasis is on the creative process used in developing the physical elements of a theatrical production. Theoretical and practical approaches are studied, along with the responsibilities of the theatrical designer.

Spring: Lights. To familiarize the non-design student with the language and responsibilities of the lighting designer and to provide design students with a foundation of knowledge in preparation for advanced course work.

PREREQUISITES: Permission of the instructor. Participation in departmental productions.

TEACHING METHOD: Lecture/discussion.

EVALUATION: Midterm project and final project. Attendance. Participation in departmental productions. Student growth.

David Downs - section 21
Ann Woodworth - section 22
COURSE DESCRIPTION: (This is a general description. Please see individual instructor for more details.) This is a basic course in acting techniques concentrating on the creation of a dramatic characterization. It is intended for majors and non-majors who have a strong interest in acting and a desire to further their knowledge and technique. It is the second quarter of a three-quarter sequence and is prerequisite to the final quarter. This quarter deals with the process of forging the raw materials of character into a usable stage characterization. Emphasis is on the creation of a playable character through the use of analysis, subtext, creation of proper environment, and character biography and relationships.

PREREQUISITES: B43-1 or the equivalent. Permission of the instructor is required.

TEACHING METHOD: Classroom exercises and individual character assignments. Individual assignments are prepared for presentation in class for criticism and evaluation. Individual student initiative is required. Each student keeps a journal and several analysis papers are prepared. There is a final practical assignment.

EVALUATION: Students are graded on demonstrated ability to master and use the techniques covered in class. Progress is more important than native talent, but certain levels of achievement are expected.
historical/theatrical/literary survey of the modern drama, 1870-1920. Studies - naturalism, the Irish dramatic movement, early and late O'Neill, the later Brecht, and other post-World War II continental dramatics.

PREREQUISITES: None (B44-1 is not a prerequisite.)

TEACHING METHOD: Lecture/discussion.

EVALUATION: One quiz, a midterm and a final. All weighted evenly.

READINGS: Selected texts will be assigned.

Robin Lakes
Theatre, 0630, C33
DANCE & MUSIC: STUDIES IN COLLABORATION
Office: MWM Dance Ctr.
Phone: 491-7395

COURSE DESCRIPTION: Exploration of elements of collaboration of music and dance.

PREREQUISITES: Beginning Choreography or Music Composition or consent of instructor.

TEACHING METHOD: Lecture/Studio.

EVALUATION: Creative projects, written exam, class participation.

Les Hinderyckx, sec. 20
Theatre 0630, C40-1
STAGE DIRECTING
Office: Thea/Interp Ctr.
Phone: 491-3167
Expected enrollment: 12

COURSE DESCRIPTION: This is a basic course in stage directing for majors and non-majors and is required for those who wish to pursue the subject further on either the undergraduate or graduate level. The goal is to cover the stage director's work in terms of basic principles and
techniques, with emphasis upon practical application in the
directing of specific problem scenes for group critiques and
discussion. The first quarter of this course covers the
fundamentals of blocking, movement, business, tempo, script
analysis, dramaturgy, casting and rehearsal planning. Format
is designed to expose the director to the basic techniques
and processes for preparation to direct a play in the "realistic" mode.

PREREQUISITES: Junior standing or above, with at least one
B-level Technical Production course and some background in
dramatic literature. Permission of instructor. No P/N
allowed.

TEACHING METHOD: Generally one lecture/discussion per week,
with selected guests, audio-visual material and
demonstrations, depending upon topic, plus two two-hour
laboratory sessions per week for presentation of student
directed scenes and follow-up discussions. Graduate students
in course may be required to present reports on specific
stage directors with emphasis upon their special contribution
to the field. Possible background quizzes, etc., plus final
project.

EVALUATION: There will be one final project which will be
averaged in with the individual grades for laboratory scenes,
group discussion, written work, attendance and professional
attitude. Under special circumstances credit will also be
given for work on specific projects in theatrical production.

READING LIST: Dean & Carra, Fundamentals of Play Directing,
3rd ed. as well as dramatic analysis and dramaturgical
research as they aid the director in the preparation of
realistic drama for production. Selected specific plays,
TBA.

Mary Poole - section 20
Bud Beyer - section 21
Dawn Mora - section 22
David Downs - section 23
Theatre 0630, C41-2

ACTING III: ANALYSIS AND PERFORMANCE

COURSE DESCRIPTION: Winter: Study of Shakespearean drama
from the point of view of the actor. Language as a cue for character, situation, dramatic conflict. Scene study from comedies, histories, tragedies. For majors and non-majors.

PREREQUISITES: B43-1,2,3 or equivalent.

TEACHING METHOD: Lecture and scene work presented for teacher and class evaluation. Written assignments: analyses of character and scene, prosodic analysis as clues to actor interpretation.

EVALUATION: In-class work, papers, final exam, final presentation.

Joseph Appelt
Theatre 0630, C42-1
STAGE LIGHTING II
Office: Thea/Interp Ctr., Phone: 491-3119

COURSE DESCRIPTION: An in-depth lecture-laboratory-critique of the art and practice of lighting design for the Theatre. Fall: Introduction to the medium of light, methodologies and elements of lighting design, composition and orchestration.

PREREQUISITES: 0630 B41-3, or 0630 B40-1, or permission of instructor. Participation in department productions.

Sam Ball
Theatre 0630, C43-3
SCENE DESIGN II
Office: Thea/Interp, 210
Phone: 491-3137
Expected enrollment: 10

COURSE DESCRIPTION: A lecture-critique course with student participation in the planning and execution of the scenery and properties of Theatre Center productions. Theatrical forms and multi-scenic productions studied.

PREREQUISITES: No prerequisites.

EVALUATION: Project submissions and class participation.
Virgil Johnson
Theatre 0630, C44-2
COSTUME DESIGN II
Office: Thea/Interp, 217
Phone: 491-3389

COURSE DESCRIPTION: A lecture and projects course to develop sound principles in Costume Design for the stage. It will explore the dramatic form of comedy and musical comedy. The design process will include research, color theory, transparent rendering techniques, and design and characterization concepts. Participation in departmental productions required.

PREREQUISITE: Junior standing, B41-2, C42-1 or permission of instructor.

EVALUATION: Grades will be determined by the quality of and the improvement demonstrated in project work.

Charles Smith
Theatre 0630, C46-3
PLAYWRITING
Office: Thea/Interp Ctr.
Phone: 467-2755
Expected enrollment: 12

COURSE DESCRIPTION: This is the first of two quarters in which students write for the theatre, making both practical and analytical exploration of that process. Diverse styles are encouraged. Students are expected to take both quarters. Each student is asked to discover aspects of his/her personal style, to develop discipline and to critique and be self-critical in a constructive manner.

PREREQUISITE: None. Application must be made to the instructor by the first day of May, the spring preceding. P/N available to non-majors.
TEACHING METHOD: Class meets in two two-hour sessions weekly.

EVALUATION: Students have weekly writing assignments.

READINGS: Selected plays, writing texts.

Rives Collins
Theatre, 0630, C48-1
CREATIVE DRAMA
Office: Thea/Interp ctr., 214
Phone: 491-3163
Expected enrollment: 15

COURSE DESCRIPTION: An introductory course for those who wish to use creative drama in educational and recreational settings. The goals are to: 1) understand the principles and practices of creative drama as an art form, an area for personal development and a method for approaching and enriching other areas of the curriculum. 2) gain skill in selecting and developing materials appropriate for various age levels. 3) develop a repertoire of strategies for leading children to express themselves and learn through drama. 4) develop abilities in areas of sensory awareness, imagination, movement, role playing and improvisation.

PREREQUISITES: None. P/N is not allowed.

TEACHING METHOD: Theory and practice will be related through reading, lecture, discussion, observation of children, peer teaching, films, videotapes, and a team-teaching project.

EVALUATION: Teaching assignments = 40%. Final exam = 30%. Class activities = 30%.

Les Hinderyckx - section 20
Ann Woodworth - section 21
Bud Beyer - section 22
Dawn Mora - section 23
Theatre 0630, C49-3

ACTING IV: PROBLEMS IN STYLE
Office: Thea/Interp Ctr.
Expected enrollment: 16 per class
COURSE DESCRIPTION: (This is a general description. Please see the individual instructor for more details.) This is an advanced course in Acting concentrating on various styles and playwrights. Each instructor is free to choose the areas of study for each quarter. Normally, the second quarter deals with contemporary playwrights.

PREREQUISITES: C41 or its equivalent. Permission of the instructor is required, and all students must be declared Theatre majors.

TEACHING METHOD: Advanced scene work presented for teacher and class evaluation.

EVALUATION: In-class work, preparation and discussion.

READING LIST: Instructors' option

Craig Kinzer-Section 20
Theatre, 0630, C51-0
STAGING CONTEMPORARY DRAMA--BRECHT
Office: Thea/Interp Ctr., Room 224
Phone: 491-3182 OR 491-3170
Expected enrollment: 10

COURSE DESCRIPTION: An in-depth study of the directorial and performance issues posed by the theatre of Bertold Brecht. Primary focus will be on the director's tasks in staging Brecht's plays, in the context of Brecht's own dramatic theories; critical responses to his work in Europe and America; significant professional productions; and the historical context of theatre and the arts in Germany after WWI. Considerable time will be devoted to examining the problem of implementing Brecht's theories of 'alienation' using contemporary, Stanislavski-trained performers.

PREREQUISITE: C40-1,2 or Permission of Instructor

TEACHING METHOD: 1 hour lecture and 4 hours of laboratory work per week.
Lectures will cover significant issues of art history, Brechtian dramaturgy and scenography, and production history.
Laboratory sessions will be devoted to acting workshops and scene presentations.

EVALUATION: Scene presentations; analytical and dramaturgical material related to scene work; Final examination; attendance; participation in class lectures and discussions.

READING LIST: As assigned.

Sam Ball
Theatre, 0630, C55-0
SCENE PAINTING
Office: Thea/Interp Ctr.
Phone: 491-3137
Expected enrollment: 8

COURSE DESCRIPTION: Advanced study in scenic artists techniques and procedures. Projects in color use for the stage. Work will follow approaches established by professional scenic artists. Lab fee for materials. Must supply own brushes.

PREREQUISITE: Permission of instructor.

TEACHING METHOD: Practical projects.

EVALUATION: In-class critique.


Joe Tilford
Theatre 0630, C56-3
GRAPHIC ARTS FOR THE STAGE DESIGNER
Office: Thea/Interp Ctr.,
Phone: 491-3143
Expected enrollment: 15

COURSE DESCRIPTION: Emphasis on two dimensional rendering and drawing techniques used by a theatre designer to translate ideas into a visual format. Also, color theory and costume rendering. Students will work in a variety of media and styles. Class includes additional sessions in figure
PREREQUISITE: Permission of Instructor.

TEACHING METHOD: Project/critique. Studio Art Class.

EVALUATION: Grades based on projects submitted during quarter.

READINGS: None; but research capabilities are needed and used.

Jonathan Darling
Theatre, 0630, C63-0
THEATRE SOUND
Office: Thea/Interp Ctr., Room 204
Phone: 491-3121
Expected enrollment: 12

COURSE DESCRIPTION: The planning and execution of sound for the theatrical production, and the design of the actor's acoustical environment.

PREREQUISITES: Junior standing and permission of the instructor. Participation in departmental productions.

EVALUATION: Two tests, project tapes, and participation in departmental productions.

TEXT: Collison, Stage Sound, Drama Book Specialists. Additional readings.

Sandra L. Richards
Theatre 0630, C65
The Development of American Theatre
Office: Theatre/Interpretation Center; African- Amer. Studies
Time: M, W 2-3:30 p.m.
Phone: 491-4557; 491-7958 message machine
Expected Enrollment: 25

COURSE DESCRIPTION: Survey of American theatre history and drama. Texts are selected in order to 1) investigate the development of realism, which has constituted the dominant
mode of American playwriting; 2) explore alternatives like expressionism, agit prop or magical realism; 3) expand the canon, thereby more accurately reflecting the artistry and cultural diversity of the field.

PREREQUISITES: Upperclass standing.

TEACHING METHOD: Lecture and discussion in two hour segments meeting twice weekly.

EVALUATION: Required reading, papers, etc: One short paper required at mid-term and another, longer paper will constitute the final. Depending on local theatre repertories, attendance and review of one production will also be expected.

READING LIST: Likely to include the following authors: Anna Cora Mowatt, Dion Boucicault, James Herne, Eugene O'Neill, Langston Hughes, Arthur Miller, Tennessee Williams, Clifford Odets, Lorraine Hansberry, Amiri Baraka, Sam Shepard, Luis Valdez, Megan Terry, Maria Irene Fornes, Jessica Hagedorn, David Henry Hwang, and August Wilson.

Bud Beyer
Theatre, 0630, C80-0
INTERNSHIP IN THEATRE PRACTICE
Office: Thea/Inter. Ctr.
Phone: 491-3170

COURSE DESCRIPTION: Significant involvement in production and/or management activities in a theatre company or producing organization.

Applicants may select from various organizational settings on file with the department. Students will need to take the initiative in contacting organizations, establishing learning objectives, and negotiating the internship agreement with the on-site field supervisor. A maximum of three units of credit may be taken. The program is negotiated with the Theatre chair.

EVALUATION: Interns receive a grade based on completed reading long, journal including field notes, supervisors evaluation, and site visit by faculty advisor.
PREREQUISITES: Admission to C80 Internship is by application acceptance only (open to junior/seniors or graduate students). Writing skills, grade point average, stated purpose and professional goals will be considered in the selection process.

APPLICATIONS: Applications are available in the Theatre Office. Students should meet with Professor Beyer the quarter before the desired internship to discuss the application.
0710 Chemical Engineering

710 Chemical Engineering  
William M. Miller  
Chemical Engineering, A90  
CHEMICAL ENGINEERING CONCEPTS AND OPPORTUNITIES  
Office Address: Tech E248  
Office Phone: 491-4828  
Expected Enrollment: 30  

COURSE DESCRIPTION: The class is taught on a modular basis. Four modules are selected from a variety of products and industries, such as food processing, electronic materials, biotechnology, pollution control, recycling, commodity chemicals, and polymers. These topics are discussed in sufficient detail to illustrate the application of technical and nontechnical chemical engineering concepts. Films, guest speakers, and plant trips are used to expose students to a wide range of chemical engineering opportunities. The majority of the work in the class focuses on a term project, which provides students a chance to research a current problem of interest to chemical engineers, and to propose a solution.

PREREQUISITES: Chemistry A02 and Math B14-1 or consent of instructor.

TEACHING METHOD: The class will meet three days per week for two one-hour and one two-hour sessions. There will be three or four plant trips scheduled for the two-hour session day.

EVALUATION: Student grades will be based on performance on homework assignments and a term project.

TEXT: There is no textbook for the course. Reserve reading and handout material will be used.

Joshua S. Dranoff  
Chemical Engineering B10  
ANALYSIS OF CHEMICAL PROCESS SYSTEMS  
Office Adress: Tech E166
COURSE DESCRIPTION: This course introduces the student to the structure and analysis of chemical process systems. The concepts of stoichiometry, material balances, and energy balances are applied to the analysis of transient and steady-state relationships between process unit inputs and outputs. The application of microcomputer techniques to the solution of chemical engineering problems is also emphasized.

PREREQUISITE: Chem A03, EECS A01, and Math B21 (B21 may be taken concurrently).

TEACHING METHOD: The class will meet for one computation laboratory and five lecture-discussion hours each week. There will be weekly homework and computer lab problem assignments.

EVALUATION: Grades will be based on student performance on the final examination, weekly quizzes, laboratory assignments, and homework.

TEXT: "Elementary Principles of Chemical Processes" by Richard M. Felder and Ronald W. Rousseau
PREREQUISITES: Chemical Engineering B11; B10 with grade of C- or better.

EVALUATION: Two two-hour examinations. Eight homework sets, some of which include computer assignments.


Linda J. Broadbelt
Chemical Engineering, C07
CHEMICAL REACTION ENGINEERING
Office Address: Tech E160
Phone: 491-5351
Expected Enrollment: 60

COURSE DESCRIPTION: This course covers elementary chemical kinetics, the phenomenology of chemical reaction rates, and the application of these concepts to the design of homogeneous and heterogeneous chemical reactors. The basics of heterogeneous catalysis are presented. The effects of non-ideal flows on reactor performance and the consequences of this for reactor design will be discussed.

PREREQUISITES: Chemical Engineering B10 with a grade of C- or better and Chemistry C43.

TEACHING METHOD: There will be four class sessions per week. One set of problems will be assigned each week. Computer-based demonstrations and problem solving will be used.

EVALUATION: There will be two mid-terms, a final examination, and graded homework assignments. The mid-terms will account for about one-half of the final grade, the homework will count about 20%, and the final will be about 30% of the final grade.

COURSE DESCRIPTION: Concept of diffusion, Fick's law, membranes at steady state, semi-infinite media at unsteady state, dispersion of pollutants from a stack, mass transfer coefficient, estimation of diffusivities in gaseous and liquid systems.

PREREQUISITES: Mechanical Engineering B41 or Chemical Engineering C21 (Fluid Mechanics) or Biomedical Engineering B70; Chemical Engineering C22 (Heat Transfer).

TEACHING METHODOLOGY: In general there will be three lectures and one homework problem session each week, usually during the two-hour evening class. Homework assignments average three problems per week and some reading.

METHODS OF EVALUATION: There will be one midterm and a final. In addition, a component of the final grade will be given for homework and class participation.


COURSE DESCRIPTION: A broad introduction to the theory and methods of modern process optimization, as applied to the design and operation of chemical process systems. Both unconstrained and constrained optimization methods based on direct search or gradient information are considered.

A new element, introduced in Spring 1991, is the computer lab using a modeling tool. This tool is used to tackle a series
of chemical engineering problems. The emphasis here is on problem formulation and interpretation.

PREREQUISITES: Senior standing in chemical engineering with some experience with matrix methods.

TEACHING METHOD: Lectures, reading, discussions, homework assignments, and hands-on experience with optimization codes on computers designed to give a balanced exposure to optimization methods applied to realistic industrial problems. Emphasis will be placed on the formulation of problems and the interpretation of solutions.

METHODS OF EVALUATION: Homework 15%, project 25%, midterms 15% each, final examination 30%.


Joshua S. Dranoff
Chemical Engineering C52
CHEMICAL ENGINEERING DESIGN II
Office Address: Tech E166
Phone: 491-5252
Expected Enrollment: 35

COURSE DESCRIPTION: This is the second of a 2-course sequence aimed at introducing the very important subject of process design. Students will be expected to apply their knowledge of chemical process principles, reactor analysis, transport phenomena, staged operations, thermodynamics, economics, and other related subjects to the preliminary design of a complete chemical process. The specific design project will vary from year to year.

PREREQUISITES: 710-C51

SPECIAL EVENTS: Lectures by industrial speakers and films on related topics may be arranged.

TEACHING METHODOLOGY: Groups of 2–4 students will work on a selected design project. Lectures on special topics related to the project and to design techniques will be scheduled, but the primary emphasis of this course will be on project
work. Three one-hour periods a week will be set aside for class discussions. Individual group meetings with the instructor will also be scheduled.

METHODS OF EVALUATION: Each group is expected to submit a final report on its design project, which will be the basis of performance evaluation.

TEXTBOOK: None required. Recommended supplementary references:
2) "Perry's Chemical Engineers Handbook," Perry and Green, McGraw Hill
Larry Henschen  
Electrical Engineering and Computer Science, A10  
INTRODUCTION TO COMPUTER PROGRAMMING  
Time: 9:00-9:50am MTWF  
Office Address: McCormick 3667  
Office Phone: 491-3338  
Expected Enrollment: 100


PREREQUISITES: NONE

TEACHING METHOD: Lectures. Course grade based on exams and programming assignments.


STAFF  
Electrical Engineering and Computer Science, A20  
INTRODUCTION TO COMPUTERS AND INFORMATION TECHNOLOGY  
Time: 9:00-9:50am MWF; 10:00-10:50am MWF; 11:00-11:50am MWF; 1:00-1:50pm MWF; 7:00-8:30pm MW; 7:00-8:30pm TTh.  
Office Address: McCormick 2659  
Office Phone: 491-5410  
Expected Enrollment: 150; 25 per section

COURSE DESCRIPTION: Basic concepts of computer systems. Considerable hands-on experience with applications such as word processors, databases and spreadsheets. Some ways in which information technology is making an impact on today's society. No previous experience with computers needed. Not for engineering, computer science, or computer studies.
majors; not open to students who have taken A01, A10 or A11.

PREREQUISITES: None.

TEACHING METHOD: Lecture - discussion, computer assignments. Course grade based on midterm, assignments and final.


Srikanta Kumar
Electrical Engineering and Computer Science, B01
FUNDAMENTALS OF COMPUTER ORGANIZATION
Time: 1:00-1:50pm MTWF
Office Address: McCormick 1030
Office Phone: 491-7382
Expected Enrollment: 75


PREREQUISITES: 727-A01, A10 or equivalent.

TEACHING METHOD: Lectures and hardware labs. Course grade based on homeworks, hardware labs, midterm and final.


Lawrence Birnbaum
Electrical Engineering and Computer Science, B11
FUNDAMENTALS OF COMPUTER PROGRAMMING II
Time: 10:00-10:50am MWF
Office Address: ILS 3-330
Office Phone: 491-3500
Expected Enrollment: 35
COURSE DESCRIPTION: Continuation of EECS A11. Students will be introduced to key concepts in software design and systems programming. Topics include object-oriented programming (in C++), design of interpreters and compilers, and register machines. Required for majors in Computer Science.

PREREQUISITE: 727-A11

TEACHING METHOD: Lecture and programming assignments, exams, and final.


Lawrence Henschen
Electrical Engineering and Computer Science, B30
INTRODUCTION TO SOFTWARE ENGINEERING
Time: 10:00-10:50am MTWF
Office Address: McCormick 3667
Office Phone: 491-3338
Expected Enrollment: 48

COURSE DESCRIPTION: Advanced material on program design and debugging. Methodologies for the design and implementation of larger programs. Object-oriented concepts and programming in C++.

PREREQUISITES: 727-A01, 727-A10, 727-A11 or any introduction to programming or passing grade in McCormick programming proficiency exam.

TEACHING METHOD: Lecture, assignments and exams.


James Van Ness
Electrical Engineering and Computer Science, B41
CIRCUITS I
COURSE DESCRIPTION: Circuit analysis using Kirchoff's laws, nodal and mesh methods, and network theorems. Resistance network, transient circuit, and sinusoidal analysis. Students must receive a grade of C- or better to register for B43, C06, C60, C65, C66.


TEACHING METHOD: Lectures, discussion section and Lab. Mid-term and final exams, homework problems.


Arthur Butz
Electrical Engineering and Computer Science, B43

COURSE DESCRIPTION: Comprehensive introduction to the basic tools for analysis of signals in linear systems. Background in the fundamentals of AC circuits and differential equations assumed. Convolution integral and linear time-invariant systems, frequency domain analysis using Fourier and Laplace transform techniques; and elements of discrete-time signal and system analysis.

PREREQUISITES: 727-B42 (C- or better)

TEACHING METHOD: Lectures, weekly homework; mid-term and final exam.

Martin Plonus  
Electrical Engineering and Computer Science, B70  
APPLICATIONS OF ELECTRONIC DEVICES  
Time:  10:00-10:50am MTWF  
Office Address:  McCormick 2696  
Office Phone:  491-3445  
Expected Enrollment:  80

COURSE DESCRIPTION:  DC and AC networks, rectifiers, transistor amplifiers, feedback and operational amplifiers, digital electronics, and microprocessors.

PREREQUISITES:  Math B14-2 And Phys A35-2 or equivalents. Not open to students majoring in Electrical Engineering.

TEACHING METHOD:  Lectures, one 3 hour lab per week. Weekly homework assignments and discussions of homework. 1 or 2 exams, final, graded homework and graded laboratory.


Michel Marhic  
Electrical Engineering and Computer Science, C02  
PROBABILISTIC SYSTEMS AND RANDOM SIGNALS  
Time:  1:00-1:50pm MTWF  
Office Address:  McCormick 2698  
Office Phone:  491-7074  
Expected Enrollment:  50

COURSE DESCRIPTION:  Basic concepts of probability theory, random variables, moments; multiple random variables, conditional distributions, correlation; sequence of random variables.

PREREQUISITES:  Math B15 or EECS B42.

TEACHING METHOD:  Lecture, homework problems, exams and final.

Gordon J. Murphy  
Electrical Engineering and Computer Science, C06  
ELECTRONIC CIRCUITS  
Time: 2:00-2:50pm MTWF  
Office Address: McCormick 2645  
Office Phone: 491-7258  
Expected Enrollment: 40  

COURSE DESCRIPTION: Single-stage RET and BJT amplifier configurations; multi-stage amplifiers and feedback; frequency response of amplifiers; differential amplifiers and active loads; elementary operational and amplifier circuits.

PREREQUISITES: 727-B42 (C or better), 727-B50.

TEACHING METHOD: Lectures and laboratory.


Aggelos Katsaggelos  
Electrical Engineering and Computer Science, C07  
COMMUNICATIONS  
Time: 1:00-1:50pm MTWF  
Office Address: McCormick 3860  
Office Phone: 491-7164  
Expected Enrollment: 25  

COURSE DESCRIPTION: Analysis of analog communications systems including modulation, transmission and demodulation of AM, FM and TV systems. Design issues, channel distortion and loss, bandwidth limitations, and additive noise are examined.

PREREQUISITES: 727-B43 and 727-C02 (no exceptions)

TEACHING METHOD: Lectures and problem sets. Exams, final and homework.

Morris Brodwin  
Electrical Engineering and Computer Science, C08  
APPLICATIONS OF ELECTROMAGNETIC FIELDS  
Time:  3:00-3:50 pm MTWF  
Office Address:  McCormick 3618  
Office Phone:  491-5412  
Expected Enrollment:  15  


PREREQUISITES:  727-C01, Phys A35-1, 2, 3 and Math B21.  

TEACHING METHOD:  Exams, graded homework, final examination, and laboratory examination.  

TEXT:  Ramo, Whinnery and Van Duzer, Fields and Waves in Communication Electronics, 3rd edition, Wiley.  

Horace Yuen  
Electrical Engineering and Computer Science, C10  
MATHEMATICAL FOUNDATIONS OF COMPUTER SCIENCE  
Time:  2:00-2:50pm MTWF  
Office Address:  McCormick 3624  
Office Phone:  491-7335  
Expected Enrollment:  40  

COURSE DESCRIPTION:  Basic concepts of finite and structural mathematics, with emphasis on applications in the computer sciences. Sets, axiomatic systems, the propositional and predicate calculi, and graph theory. Application areas drawn from sequential machines, formal grammars, and software design.  

PREREQUISITES:  727-A10 or A11 and Math B14-3. Graduate credit will not be given to EECS majors.  

TEACHING METHOD:  Lectures, homework and exams.  

TEXT:  To be announced.
Gilbert Krulee  
Electrical Engineering and Computer Science, C14  
APPLIED ARTIFICIAL INTELLIGENCE  
Time: 4:45-6:00pm TTh  
Office Address: McCormick 3847  
Office Phone: 491-3084  
Expected Enrollment: 30

COURSE DESCRIPTION: Applications that include intelligent capability for relieving the user of routine aspects of problem solving. Computer-aided design; intelligent interfaces; decision support systems.

PREREQUISITE:

TEACHING METHOD: Lecture, assignments and exams.


Chi-Haur Wu  
Electrical Engineering and Computer Science, C16  
MINI/MICROCOMPUTERS AND REAL-TIME APPLICATIONS  
Time: 6:30-9:00pm T  
Office Address: McCormick 2695  
Office Phone: 491-7076  
Expected Enrollment: 25

COURSE DESCRIPTION: Basic computer architecture. Low-level program development tools, mini/micro organization, and software development. Laboratory experience to reinforce classroom topics. Not open to Electrical Engineering, Computer Engineering, Computer Science or Computer Studies majors.

PREREQUISITES: 727-A10 - There are at least three different categories in the student makeup of this class: 1) Masters of Engineering Management (MEM); 2) Masters of Manufacturing Engineering (MME); 3) Other engineering and non-engineering students with engineering backgrounds who want to learn about how computers work.
Electrical Engineering and Computer Science-major students cannot receive credit for this course. A student cannot obtain credit for both 727-C16 and 727-B01 or for both 727-C16 and 727-C46. (McCormick School rules). Since B01 is a prerequisite for B05, students who have taken or plan to take B05 should not take C16.

TEACHING METHOD: Lectures and lab assignments. Exams, midterm and final.


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Chris Clifton
Electrical Engineering and Computer Science, C17
DATA-MANAGEMENT AND INFORMATION PROCESSING
Time: 12:00-12:50pm MTWF
Office Address: McCormick 1004
Office Phone: 491-7642
Expected Enrollment: 40

COURSE DESCRIPTION: Data representation, file and record organization, linear and linked lists, and scatter storage techniques. Sorting and searching algorithms. Practical techniques to solve problems involving large data bases.

PREREQUISITES: 727-A10 or equivalent. Not open to Computer Science or Computer Studies majors.

TEACHING METHOD: Lecture, discussion, homework, exams and final.


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Der-Tsai Lee
Electrical Engineering and Computer Science, C22-2
COMPILER CONSTRUCTION
Time: 11:00-12:15pm MW
Office Address: McCormick 4387
Office Phone: 491-5007
Expected Enrollment: 20

COURSE DESCRIPTION: Overview of compilers and context-free languages, top-down parsing, LL(1) parser construction, translation grammars, implementation of lexical analyzer, parser and translator, compiler optimization, error handling and recovery.

PREREQUISITES: 727-C11 and concurrent registration in 727-C20.

TEACHING METHOD: Lecture, assignments and final.


Jorge Nocedal
Electrical Engineering and Computer Science, C28
NUMERICAL METHODS FOR ENGINEERS
Time: 3:00-4:15 pm TTh
Office Address: McCormick L487
Office Phone: 491-5038
Expected Enrollment: 35

COURSE DESCRIPTION: Introduction to numerical methods; numerical differentiation, numerical integration, solution of ordinary and partial differential equations. Programs written using methods presented in class. Students are expected to write programs in either FORTRAN, C or PASCAL.

PREREQUISITE: Concurrent registration in Math B21.

TEACHING METHOD:

TEXT: Kahaner, Moler and Nash, Numerical Methods and Software, Prentice Hall.

Scott Jordan
Electrical Engineering and Computer Science, C33
INTRODUCTION TO COMMUNICATION NETWORKS
Time: 10:00-10:50am MWF
Office Address: McCormick 1006
COURSE DESCRIPTION: Network architectures, models, protocols, routing, flow control, and services. Queueing models for network performance analysis.

PREREQUISITE: Basic probability theory -- 727-C02, IEMS C02, Math-C30, or equivalent, or consent of instructor.

TEACHING METHOD: Lecture, homework assignments, project and presentation.


Majid Sarrafzadeh
Electrical Engineering and Computer Science, C36
DESIGN AND ANALYSIS OF ALGORITHMS
Time: 4:45-6:00pm MW
Office Address: McCormick L485
Office Phone: 491-7378
Expected Enrollment: 35


PREREQUISITES: 727-C10 and 727-C11

TEACHING METHOD: Lecture, homework, midterm and final.


Kenneth Forbus
Electrical Engineering and Computer Science, C44
DESIGN OF COMPUTER PROBLEM SOLVERS
Time: 3:00-4:15 pm TTH
COURSE DESCRIPTION: Principles and practice of organizing and building artificial intelligence reasoning systems. Pattern-directed rule systems, truth-maintenance systems, and constraint languages.

PREREQUISITES: 727-C25-1 (or equivalent Lisp experience) and C48.

TEACHING METHOD: Lecture, programming assignments, term project.

TEXT: Forbus and de Kleer, Building Problem Solvers, MIT Press.

Wei-Chung Lin
Electrical Engineering and Computer Science, C51
INTRODUCTION TO COMPUTER GRAPHICS
Time: 3:00-4:15 pm TTh
Office Address: McCormick 1028
Office Phone: 491-7390
Expected Enrollment: 50

COURSE DESCRIPTION: Mathematical, software, and hardware requirements for computer graphics systems. Data structures and programming languages. Random and raster displays. Graphic applications and introduction to current research.

PREREQUISITES: 727-C11

TEACHING METHOD: Lecture/discussion, with project assignments to illustrate graphical programming techniques. Exams and project assignments.


Eric Schwabe
Applied Combinatorics

**Time:** 3:00-4:15pm TTh
**Office Address:** McCormick L489
**Office Phone:** 467-2298
**Expected Enrollment:** 20

**COURSE DESCRIPTION:** Fundamental problems in combinatorics including selection, arrangements, counting methods, generating functions, and graph theory, focusing on applications to science and engineering.

**PREREQUISITE:** 727-C10

**TEACHING METHOD:** Lecture, exam and final.

**TEXT:** Tucker, Applied Combinatorics, Wiley.

Alan Sahakian

Digital Electronic Circuits and Systems

**Time:** 11:00-11:50am MWF
**Office Address:** McCormick 3846
**Office Phone:** 491-7007
**Expected Enrollment:** 40

**COURSE DESCRIPTION:** Digital electronic logic families, comparators, analog-to-digital converters, digital-to-analog converters, combinational systems, sequential systems, solid-state memory, large-scale integrated circuits, and design of electronic systems. Experimental project included.

**PREREQUISITE:** 727-B01 and C06. No credit for EE graduate students.

**TEACHING METHOD:** Lectures will be presented regularly, but questions and discussion are strongly encouraged. Solutions to various problems will be explained at appropriate times during the quarter. Midterm, final, homework, and laboratory performance.

**TEXT:** Burns & Bond, Principles of Electronic Circuits, West Publishing.
Srikanta Kumar
Electrical Engineering and Computer Science, C60
INTRODUCTION TO FEEDBACK SYSTEMS
Time: 10:00-10:50am MWF
Office Address: McCormick 1030
Office Phone: 491-7382
Expected Enrollment: 40

COURSE DESCRIPTION: Linear feedback control systems, their physical behavior, dynamical analysis, and stability. Laplace transform, frequency spectrum, and root locus methods. Introduction to system design and compensation.

PREREQUISITES: 727-B42 (C or better) and Math B21, concurrent registration in B43 (B43 recommended as a prerequisite).

TEACHING METHOD: Lectures, lab, homework, lab report, midterm and final.


Max Epstein
Electrical Engineering and Computer Science, C66
COMMUNICATION CIRCUITS
Time: 3:00-4:15 pm MW
Office Address: McCormick 2697
Office Phone: 491-5444
Expected Enrollment: 20


PREREQUISITES: 727-B42 (C- or better), C06, and C07.

TEACHING METHOD:

Lucy Pao
Electrical Engineering and Computer Science, C75
NONLINEAR PROBLEMS IN ENGINEERING
Time: 1:00-1:50pm MWF
Office Address: McCormick 3859
Office Phone: 467-2606
Expected Enrollment: 15

COURSE DESCRIPTION: Analysis of nonlinear circuits and mechanical systems using phase-plane and analytical methods; singularities, stability of equilibrium, periodic solutions and limit cycles, switched circuits, perturbation theory, and numerical solutions.

PREREQUISITES: 727-C60

TEACHING METHOD: Lecture, assignments, exam and final


Michel Marhic
Electrical Engineering and Computer Science, C85
OPTOELECTRONICS
Time: 2:00-2:50pm MWF
Office Address: McCormick 2698
Office Phone: 491-7074
Expected Enrollment: 20

COURSE DESCRIPTION: Devices for fiber optic communications, coherent and incoherent sources, semiconductor diode lasers, internal and electro-optic modulation, coherent and incoherent detection, optical fibers, dispersion, fiber interconnects, optical amplifiers, and fiber optic communication systems.

PREREQUISITES: 727-C81

TEACHING METHOD: Lectures, lab demonstrations, and homework
assignments. Midterm and final.


Allen Taflove
Electrical Engineering and Computer Science, C86
COMPUTATIONAL ELECTROMAGNETICS
Time: 1:00-1:50pm MW
Office Address: McCormick 3573
Office Phone: 491-4127
Expected Enrollment: 15
COURSE DESCRIPTION: Numerical approaches for modeling the interaction of electromagnetic waves with complex structures, differential equation formulation, time-domain solution, integral equation formulation, method of moments, 2-D and 3-D problems.

PREREQUISITES: 727-C08 and 727-C28

TEACHING METHOD: Lecture, exam, take-home computer programming assignments and final.


Bruce Holmer
Electrical Engineering and Computer Science, C91
VLSI SYSTEMS DESIGN
Time: 2:00-2:50 pm MWF
Office Address: McCormick 4386
Office Phone: 491-4118
Expected Enrollment: 20

COURSE DESCRIPTION: Design of digital integrated circuits concentrating on architectural and topological issues. CMOS

PREREQUISITES: 727-B01.

TEACHING METHOD:


Chris Clifton
Electrical Engineering and Computer Science, C94-2

SOFTWARE PROJECT MANAGEMENT AND DEVELOPMENT
Time: 4:45-6:00 pm MW
Office Address: McCormick 1004
Office Phone: 491-7642
Expected Enrollment: 20

COURSE DESCRIPTION: Software development and management methodologies. Programming management teams such as chief programmer team, specialist team, and democratic team; software development processes such as requirements, specifications, system design, modularization, coding detailed design, testing, documentation and other topics such as group communication. Students are provided with experience in team design, implementation, and overall management and development of a specific large software system, which is expected to be completed in two quarters.

PREREQUISITES: 727-C94-1 or permission of instructor.

TEACHING METHOD: Lecture, discussion, programming, exams and completed software project.


Sheldon Epstein
Electrical Engineering and Computer Science, C96

SPECIAL TOPICS: ENGINEERING AND DESIGN & ENTREPRENEURSHIP
Time: 3:00-6:00pm W
COURSE DESCRIPTION: Senior capstone design engineering course to teach principles of launching and operating a company which produces electronic products and services. The design process from concept to marketing will be followed. Students participate in the day-to-day workings of an actual small engineering business.

PREREQUISITE: Senior standing in Engineering or Science with preference for EECS majors. May be taken as an EE or Computer Engineering design or technical elective once, then as an unrestricted elective repeatedly.

TEACHING METHOD: Lecture/lab, circuit board, custom IC, Satellite TV, resume, patent application, business law and ethics exercises.

TEXTS: American Radio Relay League Publications
1995 ARRL Handbook for Radio Amateurs
ARRL Now You're Talking
ARRL General Class License Manual (1994 or later)
Maia and West, General Radio Operator's License

Erwan Bigan
Electrical Engineering and Computer Science, C97-20
OPTOELECTRONICS
Time: 11:00-11:50 am MWF
Office Address: McCormick 1022
Office Phone: 491-8137
Expected Enrollment: 20

COURSE DESCRIPTION:

PREREQUISITES:

TEACHING METHOD:

TEXT: TBA
Bruce Holmer
Electrical Engineering and Computer Science, C97-21
FPGA'S FOR PROTOTYPING SPECIAL PURPOSE COMPUTERS
Time: 9:00-9:50 am MWF
Office Address: McCormick 4386
Office Phone: 491-4118
Expected Enrollment: 20

COURSE DESCRIPTION:

PREREQUISITES:

TEACHING METHOD:

TEXT: TBA

Prem Kumar
Electrical Engineering And Computer Science, C98
ELECTRICAL ENGINEERING DESIGN
Time: 12:00-12:50 MWF
Office Address: McCormick NG13
Office Phone: 491-4128
Expected Enrollment: 36

COURSE DESCRIPTION: This course is designed to give seniors in electrical engineering an exposure to modern problems and design techniques in distinct topic areas.

PREREQUISITES: Seniors only.

TEACHING METHOD: Lectures, labs, midterm and Final

TEXT: TBA

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
Industrial Engineering and Management Sciences
C03 STATISTICS I
Time: MWF 10:00
   W 3-5:00
Room: M351
Office: TBA
Phone: TBA
Expected Enrollment: 60

COURSE DESCRIPTION: Descriptive statistics; observational and experimental studies; confidence interval estimation; hypothesis testing; categorical data; simple linear regression and correlation.

PREREQUISITES: Math B15 and IE/MS C02 or an equivalent course in probability.

TEACHING METHOD: Lecture.

EVALUATION: Homework, midterm, and final.

TEXTS: PROBABILITY AND STATISTICS FOR ENGINEERING & SCIENCES, by Jay Devore.

Ajit C. Tamhane
Industrial Engineering and Management Sciences
C04 APPLIED STATISTICS
Time: MWF 10:00-11:00, LAB. W 3:00-5:00
Room: L318, LR 8
Office: MLSB 4085
Phone: 491-3577
Expected Enrollment: 20

COURSE DESCRIPTION: Multiple regression; analysis of variance; design and analysis of single factor and multifactor experiments; nonparametric methods. MINITAB statistical package will be used.
PREREQUISITES: IE C03 or an equivalent course in statistics.

TEACHING METHOD: Three hours of lectures supplemented by two hours of problem session each week.

EVALUATION: Homework, 20%; Project, 20%; Midterm, 20%; Final, 40%. P/N option is allowed.

TEXT:
2) "MINITAB HANDBOOK," by Ryan, and Joiner, 3rd Edition, Publisher: Duxbury.

TBA
Industrial Engineering and Management Sciences
C13 DETERMINISTIC MODELS AND OPTIMIZATION
Time: MWF 1:00, M 3:00-5:00 (Lab)
Room: L318, LR 4
Office: MLSB
Phone: 
Expected Enrollment: 40

COURSE DESCRIPTION: Formulation and solution of applicable optimization models, including linear, network, integer, dynamic and nonlinear programs. Algorithmic methods and efficient use of computers.

PREREQUISITIES: IE C11 or an equivalent knowledge of linear algebra; ability to use a computer.

TEACHING METHOD: Three one-hour lectures each week; one two-hour problem-solving lab per week.

EVALUATION: A series of six or seven assignments, combining written exercises and computer problems, will count for 1/3 of the grade. Midterm and final exams will also count for 1/3 each.

TEXTS: (1) Fourer, Notes on Mathematical Programming;
Mark VanOyen  
Industrial Engineering and Management Sciences  
C15  STOCHASTIC MODELS AND STIMULATION  
Time:  MWF 11:00, F 3-5:00  
Room:  L318, LR 8  
Office:  MLSB 2083  
Phone:  491-7008  
Expected Enrollment:  30  

COURSE DESCRIPTION:  An integrated approach to stochastic modeling, analysis and simulation of systems. Analytical tools include the Poisson process, Markov chains, and probabilistic approximations with emphasis on queueing systems and networks. Concepts of discrete event simulation, including output analysis, are employed for analyzing complex systems.  

PREREQUISITES:  Calculus-based probability (IE C02 or equivalent), Programming (EECS A10 or equivalent.), Statistics (IE C03 may be taken concurrently).  

EVALUATION:  Based on homework, quizzes, midterm, final, and a group project.  

TEACHING METHOD:  Three one-hour lectures and one two-hour lab session per week. The lab session will be used for problem solving, case studies, and quizzes.  


Gustave J. Rath  
Industrial Engineering and Management Sciences  
C22 INDUSTRIAL PSYCHOLOGY  
Time:  TH 3-6  
Room:  LR 3  
Office:  MLSB 1021  
Phone:  491-3668  
Expected Enrollment:  150  

COURSE DESCRIPTION:  Psychological issues and problems faced by supervisors in industry and government. Issues include supervision, testing, hiring, EEO worker morale, working
environment, office and plant relations; techniques and solutions currently in use will be reviewed. Leadership communication, organization, safety, and human factors are also covered.

PREREQUISITES: Course intended for advanced undergrad, grad, Human Development, NROTC and Civil Eng-Industrial Hygiene students. Also an elective in IE/MS required list. Permission of instructor required. Must attend first class.

TEACHING METHOD: Reading text and listening to lectures by visitors from industry.

EVALUATION: Weekly quizzes and a small two-page Newsletter.

TEXT: PSYCHOLOGY APPLIED TO WORK, by Paul Muchinsky, Brooks-Cole.

Allan Drebin
Industrial Engineering and Management Sciences
C24-2 ENGINEERING MANAGEMENT II
(taught jointly with D23 ACCOUNTING ISSUES FOR ENGINEERS)
Time: W 6:30-9:30
Room: TBA
Office: 5-186 Leverone
Estimated Enrollment: 60 (C24-2)
30 (D23)

COURSE DESCRIPTION: The fundamentals of financial and cost accounting for managers of manufacturing, engineering and of other technology based functions.

PREREQUISITES: This sequence of courses is open to regular and advanced undergraduate students in the Technological Institute. C24-1 is not a prerequisite. Open to IE and CE Construction Management seniors only. Taught jointly with IE D23.

TEACHING METHOD: The course will consist of weekly lecture-discussion sessions as well as homework problems to illustrate concepts.

EVALUATION: Grade for the course will be based on a mid-term examination and a final examination. The examinations will
TEXT: 1. FINANCIAL AND MANAGEMENT ACCOUNTING, by Diamond, Hansen, and Murphy, South Western.

Mark Daskin
Industrial Engineering and Management Sciences
C28-0 LOCATION ANALYSIS AND SPATIAL PLANNING
Time: TTH 9-10:30
Room: L313
Office: TECH A322
Phone: 491-8796
Expected Enrollment: 60

COURSE DESCRIPTION: Plant and facility location problems are described and techniques for their solution developed. Problems are analyzed using analytical models and computer algorithms. A variety of model formulations and solution algorithms are discussed.

PREREQUISITE: C13 or equivalent.

TEACHING METHOD: Two lectures per week.

EVALUATION: The student's grade will be based on problem sets, class participation, a midterm exam, and two design projects.

TEXTBOOK: A set of class notes will be sold through one of the local copy companies and/or a new text will be available for purchase about 3 weeks into the quarter.

TBA
Industrial Engineering and Management Sciences
C36-2 (20) (21) IE DESIGN PROJECT II
Time: T 12:00
Room: (20) L318, (21) LR7
Expected Enrollment: 20 each section
Office: TBA
Phone: TBA

COURSE DESCRIPTION: This is a senior design course in which complex, open-ended decision problems from selected fields of industrial engineering will be addressed through small team
projects. Students will be exposed to the full spectrum of the systems analysis approach starting with problem formulation (establishment of objectives and criteria), analysis and synthesis of alternative solutions, feasibility studies (including realistic constraints, such as economic, safety, aesthetic, social, etc.) various tradeoffs, testing and evaluation. The projects will require integration and application of techniques from operations research, production, economics, statistics, and computers. Each team will submit a written report and make an oral presentation outlining the proposed design solution.

PREREQUISITE: IE C36-1 and senior standing.

TEACHING METHOD: Each team will meet weekly with the instructor to discuss progress. Students are also expected to meet regularly with their project sponsor. The entire focus of the course will be on successfully carrying out the project as proposed in C36-1.

EVALUATION: Grades will be based on the written and oral presentation of the final project report. The grade will take into account the extent of independent work (i.e., without the help of the faculty advisor), degree of novelty and creativity of the solution and its suitability to the actual problem and the opinion of the client for the study.

TEXTBOOK: None.

Charles W.N. Thompson
Industrial Engineering and Management Sciences
C40 FIELD PROJECT METHODS
Time: TTh 3:30-5:00
Room: L320
Office: MSLB 1055
Phone: 491-3667
Expected Enrollment: 25

COURSE DESCRIPTION: Examination of bases for useful theories of organizational behavior and requirements for successful planning and control of organizations and their components, including project teams and the design of systems.

PREREQUISITES: No formal prerequisites. Recommended for
students with strong interest in organization, and field research, and system projects.

EVALUATION: Weekly written assignments, other written and oral work, final report on a field research or design project.

TEACHING METHOD: Lectures and discussion of individual student projects.

READINGS: Recommended text is by Emory and Cooper, BUSINESS RESEARCH METHODS. Course material and selected readings will be provided; other assigned readings will be on library reserve.

Allan Drebin
Industrial Engineering and Management Sciences
D23 ACCOUNTING ISSUES FOR ENGINEERS
(taught jointly with C24-2 Engineering Management II)
Time:  W 6:30-9:30
Room:  TBA
Office:  5-186 Leverone
Estimated Enrollment:  60 (C24-2)
                      30 (D23)

COURSE DESCRIPTION: The fundamentals of financial and cost accounting for managers of manufacturing, engineering and of other technology based functions.

PREREQUISITES: This sequence of courses is open to regular and advanced graduate students in the Technological Institute. C24-1 is not a prerequisite. Taught jointly with IE C24-2.

TEACHING METHOD: The course will consist of weekly lecture-discussion sessions as well as homework problems to illustrate concepts.

EVALUATION: Grade for the course will be based on a mid-term examination and a final examination. The examinations will be oriented primarily toward problem solving exercises.

TEXT: FINANCIAL AND MANAGEMENT ACCOUNTING, by Diamond, Hansen, and Murphy, South Western..
Sanjay Mehrotra
Industrial Engineering and Management Sciences
D27 INTEGRATED RESOURCE MANAGEMENT
Time:  T 6:30-9:30
Room:  A110
Office:  MLSB 1081
Phone:  491-3155
Expected Enrollment:  30

COURSE DESCRIPTION:  Aspects of Total Quality Control and Just-In-Time production systems are covered. Issues in supplier management, production management of multi-national corporations are studied.

PREREQUISITES:  Graduate standing or permission of instructor.

TEACHING METHOD:  One three-hour lecture per week. About half the time would be spent doing case discussions.

EVALUATION:  Homework, project, and finals.

TEXTBOOK:  PRODUCTION AND OPERATION MANAGEMENT, by Adams and Ebert, Prentice-Hall.

Charles W.N. Thompson
Industrial Engineering and Management Sciences
D34 SYSTEMS METHODOLOGY
Time:  T 6:30-9:30
Room:  L320
Office:  MLSB 1055
Phone:  491-3667
Expected Enrollment:  30

COURSE DESCRIPTION:  The course is directed to the special problems and methods applicable to the processes for the design and development of complex and/or high technology systems, including design requirements for production and operational use. Examples include space and defense systems, commercial and industrial construction and systems projects, and comparable programs.
Focus will be on the technical problems and technical methods, as distinguished from the closely related systems or project management areas. The relation of systems engineering to other technical disciplines and functions, and the phases of the process will introduce a discussion of key steps, including requirements analysis, detailed design, and others.

PREREQUISITES: Graduate standing. Undergraduates require permission of the instructor.

EVALUATION: Reports on outside reading, short papers, and work on individual and/or group projects will provide the basis for grading. There will be no final exam.

TEACHING METHOD: Lectures and discussion of individual student projects.


Sanjay Mehrotra
Industrial Engineering and Management Sciences
D58 ADVANCED LINEAR PROGRAMMING
Time: MWF 1
Room: A110
Office: MLSB 1081
Phone: 491-3155
Expected Enrollment: 25

COURSE DESCRIPTION: A rigorous development of linear programming theory and algorithms, which would include study of convex polytopes, optimality conditions, and duality theory. We will study aspects of simplex method, ellipsoid method, and interior point methods. Study on simplex method includes degeneracy and decomposition principles. Study on the ellipsoid method includes complexity analysis. A study on interior point methods includes affine projective, and path following methods, particularly, their theoretical properties and various implementational issues.

PREREQUISITES: Graduate standing or permission of the instructor.
EVALUATION:  Grades will be base upon a combination of exams, homework assignments, paper critique, and computer assignments.

TEXTBOOK:  None

Mark Van Oyen
Industrial Engineering and Management Sciences
D60-2  STOCHASTIC MODELS
Time:  MWF 2:00
Room:  1396
Office:  MLSB 2083
Phone:  491-7008
Expected Enrollment:  20

COURSE DESCRIPTION:  Markov processes, renewal theory, and regenerative processes. Applications are presented in queueing models of manufacturing and communications systems with emphasis on algorithmic issues. The course attempts to develop probabilistic intuition without sacrificing precision in definitions and concepts.

PREREQUISITES:  D60-1

EVALUATION:  Homework, mid-term, and final examination.

TEACHING METHOD:  Three hours of lecture per week.

TEXT:  (1) STOCHASTIC PROCESSES, by Sheldon Ross. (2) INTRODUCTION TO PROBABILITY MODELS, 5TH ED., Sheldon Ross.

Maria Rieders
Industrial Engineering and Management Sciences
D66 COMPUTATIONAL METHODS IN APPLIED PROBABILITY
Time:  MWF 3
Room:  L320
Office:  MLSB 3021
Phone:  491-5674
Expected Enrollment:  30

COURSE DESCRIPTION:  Presentation of computational methods that are useful in the implementation of applied probability models. Topics (3 out of 4 will be covered depending on
interest): (1) Methods for computing the stationary
distribution of Markov chains; (2) Transient Results for
stationary distribution of Markov chains; (3) Algorithms for
queueing networks; (4) Transform methods.

PREREQUISITES: Probability (as in IE C02) and Stochastic
Processes (as in IE D60-1). Working knowledge of a
programming language such as PASCAL or C.

TEACHING METHOD: Three hours of lecture per week.

EVALUATION: Based on homework assignments and projects.

TEXT: No textbook required; a reading list will be prepared.

Mark Spearman
Industrial Engineering and Management Sciences
D71 PRODUCTION AND MATERIALS MANAGEMENT
Time: TTh 1:00-3:00
Room: L313
Office: MLSB 2053A
Phone: 491-7009
Expected Enrollment: 60

COURSE DESCRIPTION: This is a course on the basic concepts
and techniques of operations management, as relevant in the
1990's. The foundation of the course is a system of
manufacturing "laws" which are the basis for Factory Physics.
These laws relate the various measures of plant performance,
such as throughput, cycle time, work-in-process, variability,
and quality, in a consistent manner and provide a framework
for evaluating classical operations management techniques as
well as evolving new strategies. Both concepts and methods
are illustrated via a combination of computer simulations and
real-life case studies.

PREREQUISITES: MMM students only. A keen logical mind is
essential. Basic probability and statistics is helpful.

EVALUATION: Grades will be based on a case study (20%), a
midterm examination (35%), a final examination (35%), and
class participation (10%).

TEACHING METHOD: Two class meetings per week consisting of a
combination of lecture and class discussion. Students will form study groups (4 students per group) to work jointly on the case studies.

TEXT: FACTORY PHYSICS: THE FOUNDATIONS OF MANUFACTURING MANAGEMENT, by W.J. Hopp and M.L. Spearman, draft manuscript copy available at Copy Cat.

Mark Spearman
Industrial Engineering and Management Science
D80-2 PRODUCTION AND ECONOMICS II
Time: TTh 9:00-10:30
Room: L318
Office: MLSB 2053A
Phone: 491-7009
Expected Enrollment: 30

COURSE DESCRIPTION: An introduction to production systems design and control. In the course we discuss in plant operations as well as external operations mainly in the logistic area. Topics include production scheduling, dispatching policies, inventory control, production planning and distribution. Utilizes both deterministic and stochastic methods from operations research.

OBJECTIVES: To acquaint the student with both classical and modern approaches to production and inventory and distribution control.

Course Structure:
1. The Production Problem
2. Aggregate Production Planning
3. Inventory Control
4. Distribution Systems
5. Supply Chain Management
6. Materials Requirements Planning
7. Capacity and Lead Time Management
8. Priority Control and Dispatching
9. Scheduling
10. Just in Time Techniques
11. Flexible Manufacturing Systems

PREREQUISITES: D50-1, D60-1, and D80-1.
EVALUATION: Grades will be based on homework assignments, mid-term exam and a final project.

TEACHING METHOD: Two one and one-half hour meetings per week.

TEXT: None, reading will be distributed throughout the quarter.

Yehuda Bassok
Industrial Engineering and Management Sciences
D84 INVENTORY AND DISTRIBUTION SYSTEMS
Time: TTH 1-2:30
Room: LR 7
Office: MLSB 1085
Phone: 491-5538
Expected Enrollment: 25

COURSE DESCRIPTION: The objective of this course is to get students familiar with the literature, practice, and techniques concerning complex production/inventory and distribution systems. This includes multi-stage inventory and production models, multi-product production systems, distribution systems, and random yield models.

PREREQUISITES: D80-1 and D80-2

EVALUATION: Final exam (40%), project (40%), presentations (20%)

TEXTBOOK: A reading list of papers will be available.

Arthur Hurter
Industrial Engineering and Management Sciences
D87 INVESTMENT DECISIONS AND ENGINEERING ANALYSIS
Time: TTH 10:30-12
Room: TBA
Office: MLSB 4033
Phone: 491-3414
Expected Enrollment: 20

COURSE DESCRIPTION: This course represents an attempt to present theories and models which can be used to organize
one’s thinking when confronted with decisions which generate outcomes over time, under risk, and which involve physical plant and equipment, engineering design problems, plant location, etc. Ultimately, we want to develop a model which captures the dynamics, uncertainties, and multifaceted objectives of real world decision-making.

PREREQUISITES: None

TEACHING METHOD: Lectures, outside reading, and class response.

EVALUATION: Final exam and project.

TEXTBOOK: Reading list to be announced. No textbook.

Aaron Gellman
Industrial Engineering and Management Sciences
D90 (20) Selected topics in Industrial Engineering
PROFITING FROM TECHNOLOGY MANAGEMENT
Time: M 7-9:45
Room: Leverone
Office: 1936 Sheridan Road
Phone: 491-7286
Expected Enrollment: 30

COURSE DESCRIPTION: Profitting from Technology Management and Utilization, now being offered for the second time, is unique in that it combines an emphasis on the management of technology development and innovation with the economic utilization of such technology. Consequently, the course addresses the interests of both engineers and enterprise managers.

For the most part, this is a survey course, even though some specific analytical and management techniques will also be considered. As appropriate, innovation case studies (prepared especially for this course) are discussed. Also, in classroom discussions the views of both managers and engineers will be compared and contrasted with respect to many issues.

PREREQUISITES: None.
TEACHING METHODS: Lecture and discussions.

EVALUATION: Papers, projects, and final paper/project or exam.

TEXTBOOK: None.

Gerald M. Hoffman  
Industrial Engineering and Management Sciences  
D90 (21) THE USER’S ROLE IN INFORMATION SYSTEMS  
Time: TH 6:30-9:30  
Room: 1395  
Office:  
Phone: 312/664-8039  
Expected Enrollment: 30

COURSE DESCRIPTION: Students in this course will learn how to participate effectively in information systems activities—as users, rather than as information systems professionals.

Every individual in every organization will be a user of information systems as part of his/her job. These systems will be appropriate to the jobs at hand in direct proportion to the quality of user participation in their design, development, and operation. This course brings together the technical and organizational knowledge which users need in order to participate effectively in information systems activities.

Topics covered include: identifying opportunities for profitable use of information technology, building and operating information systems, managing the interfaces between the information systems department and the rest of the organization, consequences of changes in the economic environment, and the social issues surrounding information technology.

PREREQUISITES: Experience with computers or information systems, either as a user or as a builder, preferably outside of an academic setting. (Or, by permission of the instructor.)

TEACHING METHODS: Lectures, extensive reading, class discussion.
EVALUATION:  Class participation 50%, mid-term 10%, final exam 40%. Examinations will be “take home” type.

TEXTBOOK:  INFORMATION SYSTEMS: A MANAGEMENT PERSPECTIVE, by Steven Alter, Addison-Wesley.

Albert H. Rubenstein
Industrial Engineering and Management Sciences
E11 INTEGRATION OF ENGINEERING AND TECHNOLOGY MANAGEMENT
Time:  Th 6:30-9:30
Room:  L320
Office:  MLSB 1047
Phone:  491-3680
Expected Enrollment:  30

COURSE DESCRIPTION:  Organizational, economic, and human relations aspects of managing technology including research, development, product and process design, technical service and interaction of technical functions with production, finance, and marketing.

PREREQUISITE:  Permission of instructor except for Master of Engineering Management students.

TEACHING METHOD:  Seminar format. Readings, lectures, discussions and written homework.

EVALUATION:  Grade based on weekly written homework problem. No exams.


cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995
Kenneth R. Shull
Materials Science and Engineering, 750-B01
PRINCIPLES AND PROPERTIES OF MATERIALS
Office Address: 3051 MLSB
Phone: 467-1752
Expected Enrollment: 40

COURSE DESCRIPTION: Introduction to atomic and molecular organization in solids, with emphasis on structure-property relations in ceramics, electronic materials, metals, and polymers. Single-phase and multiphase materials. Elastic properties, plasticity, fracture, conductivity, phase equilibria.

PREREQUISITES: Chem A02 and Phys A35-1.

TEACHING METHODOLOGY: Three lectures and one problem session per week. The problem sessions will be devoted largely to questions and discussions of homework problems. Practical examples will be used to highlight different materials issues whenever possible.

METHOD OF EVALUATION: Course grades will be determined from homeworks (20%), two midterm examinations (25% each), and a final (30%).


B. Crist
Materials Science and Engineering, 750-B01 (21)
PRINCIPLES AND PROPERTIES OF MATERIALS
Office Address: 4019 MLSB
Phone: 491-3279
Expected Enrollment: 40

COURSE DESCRIPTION: Three one hour lectures and one
discussion session per week. Introduction to the relationship between structure and properties of solid materials, including metals, ceramics, polymers and electronic materials. Single phase and multiphase materials; composites. Frequent applications of ideas will be made to design of such items as a bicycle and a portable radio/cassette player.

PREREQUISITES: Chemistry A03 and Physics A35-1.

EVALUATION METHOD: homework (35%), two mid-term examinations (35%), and final examination (30%).


David N. Seidman
Materials Science and Engineering, 750-C16-1

SCIENCE OF ENGINEERING MATERIALS
Office Address: 1013A
Phone: 491-4391
Expected Enrollment: 15

COURSE DESCRIPTION: Principles underlying the dynamical development of microstructure. Diffusion, point defects, dislocations, internal interfaces and microstructure, lectures, and laboratory.

PREREQUISITES: Thermodynamics and 750-B01 or equivalent. No P/N for Materials Science and Engineering majors.

TEACHING METHODOLOGY: There will be three lectures and homework assignments. Laboratory exercises will be performed in smaller groups.

METHODS OF EVALUATION: There will be two mid-term exams and a final exam, counting toward the final grade, plus homework and lab reports. Active participation in discussion during class hours is strongly encouraged.

COURSE DESCRIPTION: This course is continuation of C16-1. Principles underlying the development of microstructure and relationships between structure and properties in metals, ceramics, polymers and composites. The specific topics covered are: (1) Nucleation Theory: Homogeneous and Heterogeneous in Elemental Systems; (2) Nucleation in Binary Systems; (3) Nonclassical Theory of Nucleation; (4) Spinodal Decomposition; (5) Diffusion-Controlled Growth; (6) Coarsening; (7) Diffusion less Transformation; and (8) Sintering. Four different laboratory experiments which elaborate and extend the materials covered in the lectures.

PREREQUISITES: C16-1 or its equivalent.

TEACHING METHODOLOGY: Three will be three lecture and homework assignments. Laboratory exercises will be performed in smaller groups.

EVALUATION: There will be two mid-term exams and a final exam, counting toward the final grade, plus homeworks and lab reports. Active participation in discussion during class hours is strongly encouraged.

P.G. Shewmon, Diffusion in Solids,
J. Weertman and J.R. Weertman, Elementary Dislocation Theory,
W. Strunk and E.B. White, Elements of Style,

Katherine T. Faber  
Materials Science and Engineering, 750-C41  
INTRODUCTION TO MODERN CERAMICS  
Office Address: 3033 MLSB  
Phone: 491-2444  
Expected Enrollment: 20

COURSE DESCRIPTION: This is a course aimed at undergraduate and graduate students (who have not had a similar course as undergraduates) who desire a working knowledge of the modern ceramics field. Topics to be covered include properties (electrical, magnetic, optical, thermal, mechanical) and applications (conventional to high technological) as influenced by processing (powder, chemical, vapor) and structure (crystal, glass, microstructure).

PREREQUISITES: 750-C16-1; co-requisite: 750-C16-2, or equivalent

TEACHING METHODOLOGY: Three lectures per week.

EVALUATION: Homework 25%, Midterm Exam 30%, Final Exam 45%.


Bruce Wessels  
Materials Science and Engineering, 750-C51-2  
INTRODUCTORY PHYSICS OF MATERIALS  
Office Address: 4039 MLSB  
Phone: 491-3219  
Expected Enrollment: 15

COURSE DESCRIPTION: This is the second part of a two-course sequence. In this quarter, the quantum mechanical concepts developed in C51-1 are applied to the study of such materials-related subjects as electrical properties, optical properties, semiconductor junctions, magnetism, dielectrics, lasers, thermal vibrations and associated subjects and superconductivity. In all cases, the materials aspect and technological applications of the phenomena are stressed.
PREREQUISITES: Phys. A35-1, 2, 3; Math B21; and 750-C51-1 or equivalent.

TEACHING METHODOLOGY: Three one-hour lectures with discussion per week. Evaluation based on homework, laboratory reports, midterm and final exam, and a term paper with oral presentation. There is a laboratory for 3 hours per week.


Gregory B. Olson
Materials Science and Engineering, 750-C90
MATERIALS DESIGN
Office Address: 2021 MLSB
Phone: 491-2847
Expected Enrollment: 20

COURSE DESCRIPTION:

PREREQUISITES:

TEACHING METHODOLOGY: lectures, computer lab, design project.

METHOD OF EVALUATION: homework assignments, written and oral final project report.

TEXT: Notes and reprints provided

Vinayak Dravid
Materials Science and Engineering, 750-C95
SPECIAL TOPICS IN MATERIALS SCIENCE AND ENGINEERING: BIOMIMETICS AND BIOMATERIALS
Office Address: 3013 MLSB
Phone: 467-1363
e-mail: v-dravid@northwestern.edu
Expected Enrollment: 15
COURSE DESCRIPTION: This is an interdisciplinary theme in materials science and engineering which is intended to bridge the gap between physical and life (medical) sciences. The course revolves around the similarities between physical and biological structures. The hierarchy of physical and biological structures, at all length scales, will be first discussed and classified. The first major topic in the course is the concept of "biomimetics", i.e. the study of "Natural" materials and to "mimic" the Nature to synthesize new and novel materials more efficiently. The second part of the course involves the interactions between physical materials and biological systems, which form the basis for biomaterials. The materials design criteria for biomaterials in a variety of applications (prosthetics, biotechnology..) will be discussed.

PREREQUISITES: MSc B01 or equivalent or permission of the instructor.

TEACHING METHODOLOGY: Class room lectures, demonstration laboratory sessions, visits to medical clinics and industries.

METHOD OF EVALUATION: 25% midterm, 25% final, 25% project report and 25% homework(assignments).

TEXT: Lecture notes and selected articles from journals.

Gregory B. Olson
Materials Science and Engineering, 750-C96
SENIOR PROJECT
Office Address: 2021 MLSB
Phone: 491-2847
Expected Enrollment: 12

COURSE DESCRIPTION: This is a projects course in which the student will conduct closely supervised research under a faculty member of the Department of Materials Science and Engineering. These projects are to emphasize laboratory experience as well as literature and theoretical studies. Two quarters of this course are needed to fulfill the Departmental Senior thesis requirement.

Reports or other tangible evidence of progress are to be
submitted to the instructor (Prof. Olson) biweekly. There will also be once a week class meeting during which the students will present informal oral progress reports on their project. At the conclusion of the second quarter, a suitable report, approved by the supervising faculty member, is to be submitted for completion of the Senior Project requirement.

PREREQUISITES: Senior standing in Materials Science and Engineering, or permission if instructor.

TEACHING METHODOLOGY: See above.

METHOD OF EVALUATION: For the first quarter of the course, the grade will be based on the biweekly process reports, informal discussion with the instructor, and the end of quarter writeup. For the second quarter, the grade will be determined by these reports and discussions (1/3) and on the thesis (2/3).

READINGS: Extensive reading from texts and the research literature will be required for proper execution of the research work.

Monica Olvera
Materials Science and Engineering, 750-D05
PHYSICS OF MATERIALS I
Office Address: 4011 MLSB
Phone: 491-7801
Expected Enrollment: 30

COURSE DESCRIPTION: This course will present basic concepts of the quantum theory of solids. Topics include: structures, diffraction, bonding in solids, properties of free-electron metals, thermal properties, and band theory.

PREREQUISITES: 750-C51-1 or equivalent.

TEACHING METHODOLOGY: The course will involve three hours of lectures per week, homework problems and discussion. There will be a mid-term and a final exam.

Julia R. Weertman  
Materials Science and Engineering, 750-D06  
Deformation and Fracture  
Office Address: Room 1139 MLSB  
Phone: 491-5353  
Expected Enrollment: 35  

COURSE DESCRIPTION: Linear elastic properties of crystals and generalized yield criterion are reviewed. Plastic deformation and creep are treated with emphasis on dislocation, grain boundary, and diffusional mechanisms. Linear and non-linear elastic fracture mechanics are developed. High temperature behavior and cyclic behavior are considered.  

TEACHING METHODOLOGY: Three lectures per week including problem solving.  

METHOD OF EVALUATION: Course grade will depend upon mid-term and final examinations, homework, and special topic problem or paper.  

Scott Barnett  
Materials Science and Engineering, 750-D15  
SELECTED TOPICS IN SOLID STATE: THIN FILM PHYSICS  
Office Address: 4037 MLSB  
Phone: 491-2447  
Expected Enrollment: 10  

COURSE DESCRIPTION: Recent advances in surface and interface physics related to the formation and properties of thin films. Topics to be discussed will include: techniques for vapor and vacuum deposition of thin films, nucleation mechanisms, epitaxial growth mechanisms, defects, film structure and morphology, superlattices, basic film properties, and characterization techniques.  

PREREQUISITES: MSc C80 and MSc C55, or consent of instructor.  

TEACHING METHODOLOGY: The course will involve three hours of
lecture/discussion per week and regular homework assignments. Students will prepare and present an oral presentation.


J. Weertman
Materials Science and Engineering, 750-D34
FATIGUE AND FRACTURE
Office Address: 1135 MLSB
Phone: 491-3197
Expected Enrollment: 10


PREREQUISITES: C32 and C62 or equivalent.

TEACHING METHODOLOGY: Lecture discussions.

METHOD OF EVALUATION: Examinations. A term paper and/or oral presentations may be required.

TEXT: Class notes will be handed out.

B. Crist and M. Olvera de la Cruz
Materials Science and Engineering, 750-D45
SPECIAL TOPICS IN HIGH POLYMER SCIENCE
Office Addresses: 4019 and 4011 MLSB
Phones: 491-3279 and 491-7801
Expected Enrollment: 10

COURSE DESCRIPTION: Three one-hour lectures per week. Statistical mechanics of polymers with emphasis on
applications to phase behavior and rubber elasticity. Fundamental theory will be developed and applied to experimental results.

PREREQUISITES: MSc C31 or equivalent.

READINGS: research and review articles, notes.

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: February 9, 1995