Winter 1994-95 Course Descriptions

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

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: September 1994
School of Education and Social Policy

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

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: September 1994
John Reque  
Editorial B01  
BASIC WRITING  
Time: Tues 9-10:30 p.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: Mondays, Wednesdays 1-3  
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: Mondays, Wednesdays 3-5pm
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

Mardy Dunsky
Editorial C21-1
COPY EDITING
Time: M & F afternoons w/3-hr. 12-2:30 W lab
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."
-The Chicago Tribune's Chicagoland Map (Rand McNally).
-A good dictionary.

Edward Planer, Stuelpnagel
Editorial C60-1
BROADCAST WRITING
Time: 1-5pm Mondays or Fridays (One lecture and one 3-hour lab per week)
Office Address: Fisk Hall
Phone: 491-2060 (Dean)
708-835-1139 (Planer)
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

STAFF
Broadcast Journalism  C61-0
BROADCAST REPORTING
Time: TH 8-12:00
Office Address: 
Office Phone:

COURSE DESCRIPTION: This course is designed to give you hands-on experience in television news reporting. You will develop and sharpen skills in several areas: shooting videotape, gathering information, interviewing techniques, script writing, videotape editing, news judgement, deadline reporting, and on-air presentation.

The primary focus will be on packaging stories. You must develop at least one package per week which will be critiqued in class. Your stories will be made available for "Evanston Stories," which airs on Evanston cable access.

PREREQUISITE: Broadcast Writing  C60-0

TEACHING METHOD: Lecture/Lab.

Prof. Patricia Dean
Broadcast Journalism  C62-1
TELEVISION NEWS EDITING
Lecture: T 3-5pm  Fisk
Lab: W 1-5:30pm  Louis Hall Broadcast Newsroom
Office Address: Fisk Hall 210
Office Phone: 491-2060

COURSE DESCRIPTION: This course teaches students television
news editing: preparing a TV news program. Students will produce television news programs in the Louis McCormick electronic newsroom, using the Associated Press news wire, CNN Newsource video (fed by satellite), and the Dynatech NEWSTAR II newsroom computer system. Course emphasis is on editorial decision-making and how to translate that into a journalistically sound television news program. Excellent writing skills will continue to be emphasized as students learn more complex production techniques. Each lab will end with "live" news programs, taped for critique in lecture. 

PREREQUISITE: C-60 Broadcast Writing.

TEACHING METHOD: Lecture/Lab.

TEXTS:


Charles Whitaker, Abrahamson
Editorial C81-0
MAGAZINE EDITING
Time: Tuesday, Thursdays 10-12; Mondays, Wednesdays (for (Abrahamson)
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

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: November 17, 1994
Winter 1994-95 Course Descriptions

College of Arts and Sciences

- 0403 Anthropology
- 0404 African-American Studies
- 0405 Art History
- 0406 Art Theory and Practice
- 0407 Astronomy
- 0409 Biological Sciences
- 0410 Center for the Humanities
- 0411 Chemistry
- 0413-0415 Classics
- 0416 Comparative Literary Studies
- 0417 Economics
- 0418 American Culture Program
- 0419 English
- 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

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Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: September 1994
School of Speech

- 0605 - Performance Studies
- 0610 - Communication Studies
- 0615 - RTVF
- 0620 - Communication Sciences and Disorders
- 0623 - Learning Disabilities
- 0630 - Theatre

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Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: September 1994
Winter 1994-95 Course Descriptions

McCormick School of Engineering

- 0727 Electrical Engineering and Computer Science
- 0738 Industrial Engineering and Management Science
- 0750 Material Sciences
- 0765 Biomedical Engineering

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: September 1994
0937 - Naval Science

937-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.

937-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.
0210 - Learning Sciences

David Wiley
Education/Social Policy LSCI, C06
(Formerly EDPR C06)
STUDIES IN ORGANIZATIONAL CHANGE
Time:  MW 1-2:30
Office Address:  Annenberg 211
Phone:  491-8761

COURSE DESCRIPTION:  This course examines alternative approaches to the management of change in organizations. Some of the topics covered include organizational structure and innovation, culture, politics, as well as adaptation and change. Different aspects of organizational change will be considered from various perspectives that focus on quite different aspects of the change process, generating different recommendations for management, policy and practice.
0225 Human Development & Social Policy

Ed de St. Aubin
Education/Social Policy HDSP, C01
HUMAN DEVELOPMENT:  CHILDHOOD AND ADOLESCENCE
Time:  MW 9-10:30
Office Address:  Annenberg Hall 204
Phone:  467-1478

COURSE DESCRIPTION:  This course examines human development from birth through adolescence as it is embedded within a social context. The major physical, cognitive, social, and emotional developments that occur during the four phases of childhood and adolescent development (infancy, early childhood, middle childhood, and adolescence) will be considered.

TEACHING METHOD:  Lecture

EVALUATION:  Short reports; mid-term; course project; final exam


Lee Anderson
Education/Social Policy HDSP, C11
POLITICAL ECONOMY OF SOCIAL POLICY
Time:  TTh 1:00-2:30
Office Address:  Scott Hall 402
Phone:  491-7451

COURSE DESCRIPTION:  This course combines a political economy perspective and world system perspective in examining some contemporary American social policies. Specifically, we shall examine the ways in which the political economy of American society is becoming increasingly internationalized
or globalized and the implications of these changes for social policy in the 1990s and beyond.

TEACHING METHOD: Lecture

EVALUATION: Participation, mid-term and final paper

READING LIST: Richard Reich, Work of Nations; James Agnew, United States and the World Economy; Frank Levy, Dollars and Dreams

Phillip Bowman
Education/Social Policy HDSP, C12
DEVELOPMENT OF AFRICAN-AMERICAN CHILDREN AND FAMILIES: THEORY AND RESEARCH ON THE ROLE OF FATHERS
Time: T 7-9:30pm
Office Address: Annenberg Hall 108
Phone: 467-2010

COURSE DESCRIPTION: This course focuses on African American children and families with a particular emphasis on the role of fathers in post-industrial America. It will highlight emerging theoretical debates and related research issues facing African American families in the contemporary urban context. In terms of theory, the influence of ecological factors will be considered from a holistic, multi-disciplinary, and life cycle developmental perspective. Attention will also be given to the need for research on historical, economic, cultural, and psychosocial issues in the relationship between African American fathers and children in both traditional husband-wife and emerging single-mother family contexts.

TEACHING METHOD: Lecture

EVALUATION: Participation, book review, research article critique, and final paper


Method of Observing Human Behavior


Dan McAdams
Education/Social Policy HDSP, C72
METHODS OF OBSERVING HUMAN BEHAVIOR
(Formerly EDPR C72)
Time: TTh 1-2:30
Office Address: Annenberg Hall 209
Phone: 491-4174

COURSE DESCRIPTION: This course is an introduction to qualitative research methods. It has two objectives; to train students in the methods of focused observation, field notes, and interviewing as part of ethnographic research; and to develop student skills at writing and oral presentation. Students will conduct a field research project.

TEACHING METHOD: Lecture and possible group sections

Solomon Cytrynbaum
Education/Social Policy HDSP, C83
PRACTICUM IN HUMAN DEVELOPMENT
Time: MTWTh 8:00-5:00pm
Office Address: Annenberg Hall 253
Phone: 491-5754 or 491-3264

COURSE DESCRIPTION: Internship experience for undergraduate students. The practicum is a full-time, thirty hour per week, onsite 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 onsite supervisor.
2. The onsite 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).

Jeanie Egmon
Education/Social Policy HDSP, C85-1
PRACTICUM ANALYSIS SEMINAR
Time:  F 9:00-Noon
Office Address:  Annenberg Hall 120
Phone:  491-3791

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 Education 225-C83.

Marla Weinstein
Education/Social Policy HDSP, C85-2
PRACTICUM ANALYSIS SEMINAR
Time:  F 9:00-Noon
Office Address:  Annenberg Hall 121, (132)
Phone:  491-3732 or 467-2808

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 Education 225-C83.

Karen Rambo  
Education/Social Policy HDSP, C85-3  
PRACTICUM ANALYSIS SEMINAR  
Time:  F 9:00-Noon  
Office Address:  Annenberg Hall 119  
Phone:  491-3731

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 Education 225-C83.

cetc@northwestern.edu  
Course Descriptions, Evanston Campus Registration  
Northwestern University  
Last Updated: September 1, 1994
0230 Counseling Psychology

Ron Saul  
Education/Social Policy CPSY, C11-0  
GROUP DYNAMICS  
Time: T 9:00-Noon  
Office Address: NA  
Phone: 491-3264

COURSE DESCRIPTION: This course focuses on theory and research in the psychodynamic study of groups and social systems in small and large group dynamics and intergroup relations. Research and theoretical work of Bion, Freud, Klein, Mann, Miller, Rice, Slater, and others will be discussed in classroom and discussion group formats. Applications will be made to small work groups, to classrooms, to larger social systems and organizational life, such as the dynamics and impact of women in authority, and to consultation to human service delivery systems. Participation in a scheduled weekend Tavistock Group Relations Conference is required unless waived by instructor.

Don Prentiss  
Education/Social Policy CPSY, C32  
CAREER COUNSELING: THEORY AND COUNSELING  
Time: MF 9-10:30  
Office Address: Annenberg Hall 113  
Phone: 467-2807

COURSE DESCRIPTION:

Career development is an ongoing, life-long process consisting of self-assessment, knowledge of the organizational environment, and personal planning and development. This course will begin with lecture and discussion of the major theories of career development from the individual perspective. Next the course will look at career development in terms of organizational behavior.
Finally, achieving the most satisfying, efficient individual-organization "fit" or career path will be addressed. Students will have the opportunity to develop their own career development plan.

TEACHING METHOD: Lecture and discussion

Pam Adelmann
Education/Social Policy CPSY, C96-7
JUNIOR TUTORIAL: GENDER & MENTAL HEALTH ACROSS THE LIFESPAN
Time: M 2-4
Office Address: Annenberg Hall 107
Phone: 467-1170

COURSE DESCRIPTION: Overall gender differences in adult mental health are well-documented. The question to be explored in this seminar is whether these differences have identifiable antecedents in childhood and adolescence and what their pattern is throughout the course of adulthood. In the first weeks of the quarter we will attempt to integrate the background literatures on gender-role socialization and on gender-stereotypical definitions of mental health. In the second part of the course, we will investigate gender differences in mental health at different points in the lifespan as collaborative teams. The goal will be to integrate what we find through team research with the background literature.

PREREQUISITES: Junior standing

TEACHING METHOD: Seminar format, with class discussions and presentations.

EVALUATION: Course evaluation is based on four factors:
1) Class attendance and participation.
2) A midterm paper integrating the assigned readings from the first part of the quarter.
3) Presentation in class of a literature search.
4) Final paper integrating class research.

READING LIST: Course packet and readings located and assigned by class teams.
Bennett Reimer
Education/Social Policy MS, C03
(Formerly EDPR C03)
PROBLEMS IN PHILOSOPHY OF EDUCATION
Time:  TTH 12:15-1:45
Office Address:  Music Administration 225
Phone:  491-7575

COURSE DESCRIPTION:  Development of a philosophy of music education based on a study of relevant aesthetic and educational concepts. Topics include a model for music and the arts in schools; alternative views of the value of the arts; art and feeling; creating art; experiencing art; the nature of the art of music; objectives for the music program and the arts program in American education.

PREREQUISITES:  Music Ed students only. Required for B.M. in Music Education. Other art education students by permission of the instructor.

TEACHING METHOD:  Two day per week lecture-discussion. Third day (with TA) planned by class.

EVALUATION:  Grades on four short papers, term paper, interviews with art teachers. Absences lower the grade.

READING LIST:
B. Reimer, A Philosophy of Music Education. The text and supplementary readings are available on Music Library Reserve.

Robert R. Boyle
Education/Social Policy MS, C81
(Formerly EDPR C81)
TUTORIAL IN EDUCATION:  STUDENT TEACHING
Time:  W 4:30-7
COURSE DESCRIPTION: In conjunction with the field experience, interns are required to attend a weekly seminar that is designed, in part, to deal with practical problems that are encountered in the field and to anticipate problems that can be avoided. The seminar, too, will take up special topics of practical importance, such as interdisciplinary approaches to teaching; grief counseling; classroom problems relating to substance abuse; and the role of the classroom teacher in recognizing and reporting mental, physical, and sexual abuse. Not least, the seminar functions as an intellectual and emotional support group.

EVALUATION: Written work includes thorough description of courses or classes in which the intern is involved, an entire set of lesson plans, periodic self-evaluation reports, and other assignments relating to the field experience.
Caroline Bledsoe  
Anthropology A01  
Freshman Seminar: POLYGYNY IN CONTEMPORARY AFRICA  
Office: 1810 Hinman Avenue  
Telephone: 491-5402

DESCRIPTION: Many observers have argued that increasing urbanization and influences from the outside world would soon eradicate polygyny--marriage to more than one wife at a time--in contemporary Africa. Indeed, more freedom of partner choice, increased geographical mobility, higher female education levels, and greater access to more economic resources make young women less compelled to marry older rural men or remain with uneducated senior wives. Moreover, colonial as well as modern African states have invoked a welter of legal and religious codes to control or eliminate polygyny. Yet the practice perseveres. Sub-Saharan Africa remains the only major world region in which polygyny is still widely practiced, whether in classic forms or in new, informal manifestations. Why is this the case? What are the social and demographic causes and consequences of these changes?

TEACHING METHODS: discussion.

METHOD OF EVALUATION: two papers.

Malcolm Dow  
Anthropology A01: Freshman Seminar  
Freshman Seminar: Everyday Life in Social Networks  
Office: 555 Clark  
Telephone: 491-4835

DESCRIPTION: Each of us lives out our days interacting with others with whom we share various kinds of social relationships. And each of us mobilize our various networks
of relationships with others for all kinds of reasons: as social support systems to maintain our physical and psychological well-being, to find information on job vacancies, to form romantic relationships, to receive and pass on gossip, to cope with office politics, to borrow money, and on and on. In this class, we will examine a wide variety of such ordinary daily activities from a unified perspective of social network analysis, looking at the patterns of relationships created by people in their daily interactions, and at the causes and consequences of these patterns.

TEACHING METHOD: discussion.

Methods of Evaluation: A series of short writing assignments.

READINGS: A packet of miscellaneous readings will be made available.

William Irons
Anthropology A05
FUNDAMENTALS OF ANTHROPOLOGY
Office: 1810 Hinman, Room 201
Telephone: 491-4844

DESCRIPTION: Anthropology is a discipline that studies humankind in a very broad perspective. This perspective includes the biological evolution of the human species, the origin and nature of language, the evolution of culture from its earliest beginnings to the present, and the holistic study of contemporary societies. Because of its breadth, anthropology is divided into subdisciplines, each of which specializes in a limited range of the entire subject matter. The subdisciplines are 1) biological anthropology, which is concerned with human evolution, primatology (the study of our closest relatives in evolutionary terms, i.e., apes, monkeys, and related species), as well as certain aspects of the biology of living human populations; 2) archaeology, which is devoted to the study of human societies of the past through survey and excavation of cultural remains left in the ground; 3) linguistic anthropology, which focuses primarily on language as the basis of culture, and 4) cultural anthropology, which studies the cultural traditions and
social life of specific living societies. This course provides an overview of anthropology emphasizing the unity of interest underlying its division into more specialized subdisciplines. The course emphasizes the idea that human culture and behavior are the products of two different but related processes, biological evolution and cultural evolution.

EVALUATION: There will be three midterms and a final. The final numerical grade will be computed by throwing out the lowest of the four exam grades and then averaging the three remaining scores. The final letter grade will be determined by fitting a grade curve to the numerical scores. Examinations will consist of short-answer and multiple-choice questions.

TENTATIVE READINGS:
Ember and Ember, Anthropology (current edition)
Chagnon, Yanomamo: The Fierce People (current edition), Holt Rinehart & Winston

James A. Brown
Anthropology A12
NEW DIRECTIONS IN ARCHAEOLOGY
Office: 555 Clark
Telephone: 491-5402

DESCRIPTION: The purpose of archaeology is often lost amid the headlines of frequent archaeological discoveries. To offset this imbalance, the course provides a framework for understanding the goals of archaeology while enriching the back. At the same time the student is exposed to some of the exciting new directions that archaeology is taking.

No prerequisites.

TEACHING METHODS: lectures, with class discussion.

METHODS OF EVALUATION: Three quizzes weighted equally, two "mid-term" and the third at the time of the final. All to be administered in class, and to have the same structure and question type. They will be a combination of essay (with
DESCRIPTION: This class is designed to introduce students to evolutionary theory. We will study the past evolutionary history of our species and discuss current developments that have implications for our future evolution. Topics include: human genetics, growth, adaptability, disease, demography, behavioral biology, primatology, and the fossil record for human evolution.

Teaching Methods: Instruction will consist of lectures as well as weekly sections involving labs, discussion, field and computer assignments.

Methods of Evaluation: Students will be evaluated through a midterm and a final exam as well as lab and field assignments.

Oswald Werner
Anthropology B15
the study of culture through language
Office: 1810 Hinman, Room 208
Telephone: 491-4830

DESCRIPTION: This course combines book knowledge with practical work: learning how to describe systematically and accurately some social system of your choice. The major tool for this description will be the language used for interviewing the people in the group that you want to describe. The methodology taught in this course is generally applicable in business, medicine, law, education, etc. --
everywhere that understanding the lifeways of human group living in its natural habitat is important. The method is called by the fancy name of ethnoscience ethnography. It combines insights from anthropology, psychology, linguistics, and computer science (artificial intelligence). The lectures will include topics such as how language makes us know about the world, how it limits our knowledge, and how it may enhance knowledge. In general, we will try to illuminate the interactions among language, culture, and society in a context of practical experience with people.

No prerequisites; P/N is allowed.

TEACHING METHODS: Two lectures a week will deal with the introduction to the subject matter. Friday lectures will consist of demonstrations of methodology. Weekly discussion sessions with teaching assistants will allow students to probe deeper. In addition, the TAs will aid the students as resource people for their field projects.

METHOD OF EVALUATION: Students will submit weekly exercises to demonstrate that they comprehend the techniques presented during the week. The exercises are simple and brief. The midterm requirements are a "proposal" and the preliminary analysis of at least one interview. The final paper will be a reasonably complete (given a ten-week quarter) description of a group of people of the student's choice. The exercises carry about two points each (maximum 20 points); each exercise will be rated 0 (C or worse); 1 (B); 2 (A); and 3 (A+). Minimum for a final A is 100 points; minimum for a B is 50 points; 40 points is the minimum P score. Any score between 0 and 50 may be a C, D, or F. Special points may be earned through participation in class and the discussion sessions. These extra points are at the discretion of the TAs. The TAs evaluate the exercises and the proposal, with consultation by Professor Werner. All final papers are read by at least one TA and Professor Werner.

READINGS (required):
Spradley & McCurdy, The Cultural Experience, 1970 SRA.

(recommended):
Spradley, The Ethnographic Interview, 1979 HR&W
Description: The essence of life history evolution is found in the strategies evolved by species for allocating metabolic resources between growth and reproduction. Considerable flexibility of choice seems to be present in the life histories of individual plants. However, the more strictly regulated growth patterns of the higher animals suggest severe constraints in achieving optimal life history strategies. These may be revealed in the correlations between the various life history parameters (such as gestation length, litter size, age at first reproduction, longevity, and maximum intrinsic rate of increase) and basal metabolic rate and adult body size. The relations among these characters have received much attention in the recent literature. The literature will be reviewed in this seminar. Each student will present in class a report on a major paper or small set of papers. A summary literature review of a selected topic will be prepared as a final report by each student. Some prior familiarity with regression analysis will be useful.

An introductory set of readings will provide a common pool of information on the subject:
****Eisenberg, The Mammalian Radiations, will be used as a source book, especially the appendices which contain tabular information on life-history parameters of many mammalian species;
****Stephen Stearns, "The evolution of life history traits: A critique of the theory and a review of the data," Ann. Rev. Ecol. Syst. 8:145-171, 1977, provide an overview of the study of the evolution of life histories in both plants and animals. These two articles laid the foundation for much of the work on life history evolution that has been done since their publication.
Recent work on life history evolution has concentrated on cross-specific comparisons. M. D. Pagel and Paul H. Harvey, "Recent developments in the analysis of comparative data," Quart. Rev. Biol. 63:413-440, reviews all the quantitative methods currently in use for cross-species analysis, including regression analysis, major axis analysis, and phylogenetic auto-correlation methods, and discusses the strengths and weaknesses of each. This paper provides the methodological foundation for the individual student reports on the recent literature that will occupy the latter two-thirds of the course.

Each student will choose an article, such as P. H. Harvey and T. H. Clutton-Brock, "Life history variation in primates," Evolution 39:559-581, 1985; C. Ross, "The intrinsic rate of natural increase and reproductive effort in primates, J. Zoology 214:199-219, 1988, or DeRousseau, Primate Life History and Evolution, Alan Liss, 1990, and present a critical report on it in class. Each student will review the literature on a restricted topic for a final paper.

Donald Stone Sade
Anthropology C09
PRIMATE BIOLOGY: Dominance Relations: The Organization, Control and Function of Aggression in Animal Societies
Office: 1810 Hinman
Telephone: 491-5402
Time: TTh 9-10:30

Description: Aggression directed towards member of the same species or social group is a nearly universal feature in the social behavior of Vertebrates, including the Mammals, the Primates, and Man. This course will focus upon the patterning, control, and function of aggression in social behavior, especially among Primates.

The concept of aggressive dominance and subordination will receive special attention. Topics shall include the mechanisms underlying threat and submission, the ontogeny of dominance relations, the consequences of dominance status for the individual, the forms of hierarchies within groups, the functions of hierarchies within groups and populations, and the evolutionary pathways that may have been followed in the phylogeny of aggressive behavior.
The final section of the course will consider whether concepts such as self-esteem, authority, acquiescence, and others that characterize human attitudes and interactions may have evolved from the dominance-subordination hierarchies of pre-human ancestors.

Prerequisites: Anthropology B13, B16 or equivalent work in biology, or graduate standing, is recommended.

Teaching Methods: Lectures, class discussion, and directed reading will be the primary means of instruction.

Methods of Evaluation: A set of short essays on assigned topics (with some choice among them) will be required by the middle of the quarter, and a set of longer essays will be required at the end of the course. Instead of essays, graduate students will prepare a literature review on a topic related to the course and approved by the instructor. Undergraduates may substitute a literature review for the mid- and end-term sets of essays with the instructor's prior approval, but such approval will not be routinely granted.

Texts:
...and a collection of readings on dominance relations and hierarchies.

Donna Flynn  
Anthropology C50  
ANTHROPOLOGY OF RELIGION  
Office: 1810 Hinman  
Telephone: 491-4841

DESCRIPTION: What is "religion"? Our own conceptions of religion tend to assume the centrality of scripture -- canonical texts -- and its exegesis. Anthropologists, on the other hand, have long concerned themselves with non-scriptural religions. This course will focus on the question: do what extent does our knowledge and understanding of these religions expand or even alter our ideas of what "religion" is, and what it is about? How can we understand other ways of looking at the world, and other ritual means of
Dealing with it? Examples will be drawn primarily from African religions.

TEACHING METHODS: Both lectures and discussion. A considerable part of class time will also be devoted to screening and discussion of films, and the relationship between written and visual depictions of other religions.

METHODS OF EVALUATION: Papers, based on class readings.

READINGS:
Simon Bockie, Death and the Invisible Powers (Indiana U Press)
Margaret Drewal, Yoruba Ritual
E.E. Evans-Pritchard, Witchcraft, Oracles and Magic Among the Azande
Meyer Fortes, Oedipus and Job in West African Religion
Victor Turner, The Forest of Symbols
Paul Stoller, Fusion of the Worlds

Oswald Werner
Anthropology C60
Language and Culture
Office: 1810 Hinman
Telephone: 491-5402

Description: In this course we systematically examine the relationship between language and culture. We illustrate this relationship with examples and problems from many different languages of the world--using whenever possible examples from non-European languages. Our survey includes an examination of the structure of language and the structure of culture, an examination of culture as cultural knowledge coded in language, past theories of the relationship between language and culture, language and world view, the Sapir-Whorf hypothesis, folk classifications in different languages, color terminologies and their evolution, language and culture and the translation problem, language and culture and the problem of writing ethnographies of exotic cultures, and many more related topics.

Teaching Methods: The course consists of short lectures, class presentation by students, and extensive discussion of both. Students who control more than one language are
particularly encouraged to take this course. We will investigate the interface between language and culture and its manifestations in a variety of languages.

Evaluation: Each student is responsible for a term paper which constitutes most of the grade. In addition, a class participation and the quality of in-class presentations also enter the equation.

Tentative Reading List:

Malcolm Dow
Anthropology C62-2
quantitative methods of analysis
Office: 555 Clark, #113
Telephone: 491-4835

DESCRIPTION: This is a continuation of the sequence begun in C62-1 intended to explore the art of developing, elaborating, contemplating, testing and revising models of human behavior. Although the course materials are formal in nature, all of the concepts presented are illustrated using a wide range of examples from the social science literature. This quarter we will examine the multiple regression model in some detail, including extension to time series, dummy variables, and path analysis.

TEACHING METHODS: Lecture and (some) discussion.

METHODS OF evaluation: In class midterm and final exams; homework assignments.

READINGS:
Bohrstedt & Knoke: Statistics for Social Data Analysis
Description: Is mental illness found in all societies in the world? A simple question with complicated and contested answers. This course examines the relationship between culture and madness by juxtaposing research and explanations in a number of different fields including history, literature, psychology, psychiatry, sociology, and especially anthropology. The construction and treatment of madness as an individual, familial or cultural phenomenon is illustrated using research conducted in a number of different societies. The cultural underpinnings of Western biomedical models of "mental illness" are specifically examined and the involvement of anthropologists in clinical practice is also discussed.

Teaching Methods: Problem-focused lectures and class discussion and debate.

Methods of Evaluation: Grades will be based on three papers and one take-home final exam. Your final grade will be based on a point system of 300 points. Paper #1 is worth 25 points, Paper #2 is worth 75 points, Paper #3 is worth 50 points, and the final exam is worth 150 points.

Readings:
DESCRIPTION: The goal of this course is to familiarize you with an emerging paradigm in the social sciences based on social networks, especially the network perspective on intra- and inter-organizational research. The major ideas and analytical concepts of social networks will be covered, and further understanding will be gained by re-analyzing some classic organizational network data sets. All of the data sets and the relevant computer programs are contained in the computer package UCINET that you will learn how to use. We will discuss applications of network thinking to managerial networks, directorship interlocks, international trade networks, organizational communication networks, and organizational change.

TEACHING METHODS: Lectures and discussion.

METHODS OF EVALUATION: Class participation and a final paper.

TENTATIVE READING LIST:

James A. Brown
Anthropology D01-2
LOGIC OF INQUIRY IN ANTHROPOLOGY
Office: 555 Clark
Telephone: 491-5402

DESCRIPTION: Core course for anthropology graduate students.

Micaela di Leonardo
Anthropology D70
Topics in Anthropology: RACE, ETHNICITY, NATIONALISM
Office: 1810 Hinman
Telephone: 491-5402

Description: This seminar presents an anthropological and history of thought perspective on the related phenomena of
race/ethnicity and nationalism from the nineteenth century to the present. Within a general culture and political economy framework, we shall focus in particular on the rise of social-scientific theories of the raced, classed, and gendered Other in the Victorian era; the consolidation of studies of ethnicity in twentieth-century anthropology; the phenomenon of nationalism in differing theoretical perspectives; the study of ethnicity and language; the problematics of representing (gendered, classed) race/ethnicity in ethnographic writing; and the renaissance of scientific racism in the industrialized world.
0404 African-American Studies

Madhu Dubey
African-American Studies B10-2 (Elective)
SURVEY OF AFRICAN-AMERICAN LITERATURE
Time:  10:30-12
Office Address:  403 Univ. Hall
Phone:  491-5675, 7294
Expected Enrollment:  30

COURSE DESCRIPTION:   This course will examine the development of African-American literature from its beginnings in the slave narrative to the celebrated Harlem Renaissance of the 1920s. We will focus on two related questions concerning literary authority and freedom: In what ways and to what purposes did early African-American writers appropriate and signify upon American literary forms and conventions(including the sentimental novel and the plantation tradition)? To what extent did these writers use of forms drawn from African-American oral culture, such as story-telling, the sermon, and the blues, succeed in liberating a distinctively black literary voice?

TEACHING METHOD:   discussion.   Evaluation Method(s):  2 short papers (5 pages each); final exam; class participation.

Texts Include:   Frederick Douglass, Narrative of the Life of Frederick Douglass, An American Slave; Harriet Brent Jacobs, Incidents in the Life of a Slave Girl; Frances Watkins Harper, Iola Leroy; Alain Locke, The New Negro; Jean Toomer, Cane; Nella Larsen, Passing; and selected poems, short stories, and prose pieces by W.E.B. DuBois, Charles Chesnutt, Paul Lawrence Dunbar, Sterling Brown, Langston Hughes, and others.

Leon Forrest
African-American Studies B25-0
AFRICAN-AMERICAN CULTURE
Time:  TTH 2:30-4
COURSE DESCRIPTION: This course explores the cultural influences of Black Americans upon the artistic heritage of America...Areas to be covered include: the impact of Jazz and American Literature; the Black presence in Melville, Faulkner and Ellison; the influence of minstrels and the dance; the paintings and collages of the leading Black American painter, Romare Bearden; the politics of protest literature; and the art of the monologist/and the folk preacher.

NO PREREQUISITES. P/N allowed

TEACHING METHOD: This course is designed as a seminar and consequently primary emphasis in the classroom will be on discussion and interpretation of the text.

EVALUATION: One in class paper and two outside papers. Class discussion will count.

READINGS: Alex Haley, Autobiography of Malcolm X
Richard Wright, Black Boy
Frederick Douglass, The Narrative
John Edgar Wideman, Brothers & Keepers
Robert Hayden, Collected Poems

Fannie Rushing
African-American Studies B36-2
INTRODUCTION TO AFRICAN-AMERICAN STUDIES
Time: MW 2-3:30
Office Address: 308 Kresge
Phone: 491-4805/5122
Expected Enrollment: 30

COURSE DESCRIPTION: This is a course in African-American history from 1860 until 1980. It will explore the major questions in African-American history during this period. The course examines social processes, such as the development of industrial capitalism and the resultant reconfiguration of the labor force, urbanization and migration as well as specific events such as, the Civil War, Reconstruction and Redemption, and the Civil Rights Movement. This course, will explore the development of mechanisms of exploitation and
domination, such as, racism and discrimination. There will be a focus on the ongoing resistance to these mechanisms waged by African Americans.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Two term papers, oral presentation, class participation and final exam.

Required Texts:

Drake, St. Clair, Black Folk Here and There
Berry, Mary Frances and John Blassingame, Long Memory: The Black Experience in America
Foner, Philip S., Organized Labor & the Black Worker, 1619 - 1973
Gutman, Herbert, The Black Family in Slavery and Freedom, 1750 - 1925
Sellars, Cleveland, The Making of a Black Militant
Free at Last: A Documentary History of Slavery Freedom, and the Civil War, Edited by Barbara J. Fields and Ira Berlin

Charles Payne
African-American Studies C15-1

URBAN EDUCATION
Time: MW 3:30-5
Office Address: 318 Kresge
Phone: 491-4806/5122
Expected Enrollment: 30

COURSE DESCRIPTION: The course will focus on the problematic of education in urban America. Special attention will be paid to the internal organization of schools, to the impact of cultural factors on schooling and to the prospects for change.

NO PREREQUISITES: P/N allowed.

TEACHING METHOD: Lecture-discussion

METHODS OF EVALUATION: Two essay examinations; one research paper.

READINGS: Comer, School Power
Ogbu, Minority Education
Rogers, 110 Livingston Street
Rosenfeld, Shut Those Thick Lips

Professor Fannie T. Rushing
African-American Studies C26
MAKING OF THE CARIBBEAN PEOPLE
Office Address: 308 Kresge
Time: MW 11:00 - 12:30
Phone: 491-4805/491-5122
Expected Enrollment: 20

COURSE DESCRIPTION: This course will examine the history of the Caribbean, from pre-conquest, through the colonial and post-colonial period. Although the entire Caribbean will be reviewed the course will focus on the countries of: Cuba, Dominican Republic, Haiti, Jamaica and Puerto Rico. The course will explore the regional commonality such as, the shared history of Colonialism, Slavery, and Racism as well as the particular dynamics of individual countries.

PREREQUISITES: Sophomore standing or above.

TEACHING METHOD: Lectures and Discussion


Texts: TBA

Leon Forrest
African-American Studies, C49
FAMILIES IN LITERATURE
Time: TTh 10:30-12:00
Office Address: 308 Kresge
Phone: 491-4803/491-5122
Expected Enrollment: 35

COURSE DESCRIPTION: Starting with James Baldwin's novel, Go Tell It On The Mountain, (1953), much of the most significant literature written by Black Americans authors has had at its center a deep concern for the problems of family life, particular and even peculiar to African-American living under the duress of racism. Themes stemming from family life in literature, which will be discussed in the course include: the idea of the extended family; the search for a past,
essentially ruptured by slavery and racism; the relationship of the familial unit to the issue of nationhood; the often searing relationship between men and women; the impact upon the family of migration and urban living.

TEACHING METHOD: Lectures and discussions.

EVALUATION: Two papers and a final. Class participation counts for 10% of the grade.

READING LIST: Go Tell It On The Mountain, by James Baldwin
Song of Solomon, by Toni Morrison
Beloved, by Toni Morrison
Two Wings To Veil My Face, by Leon Forrest
Fences, by August Wilson
Color Purple, by Alice Walker

Professor Sandra L. Richards
African-American Studies C80

TOPICS IN AFRICAN-AMERICAN STUDIES: THE "HARLEM" RENAISSANCE

Office Address: 308 Kresge
Phone: 491-7958/5122
TTH 2-3:30pm
Expected Enrollment: 10

COURSE DESCRIPTION: This course will examine African American cultural production across a variety of fields during the first two decades of the twentieth century, the approximate period of the "Harlem" Renaissance. Constructing hypothetical Harlemites in order to ask what events would have been part of their daily lives, students will study some of the novels, dramas, visual arts, music, social and political movements of the period. Issues concerning the historiography of this period and its relationship to the later Black Arts Movement of the 1960's may also be considered.

TEXTS (Preliminary List):

Jervis Anderson, This Was Harlem, 1900-1950
William L. Andrews, ed., Classic Fiction of the Harlem Renaissance
Houston Baker, Jr., Modernism and the Harlem Renaissance
Daphne Duval Harrison, Black Pearls (re women blues singers)
Langston Hughes, The Weary Blues
METHODS OF EVALUATION:

1. Class participation.
2. Completion of written midterm—probably short analysis of specific novel, collection of poems, particular aspect of a social or political movement, etc.
3. Participation in group project related to construction of hypothetical Harlemites.
4. Final paper on topic related to #3.

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: November 1, 1994
COURSE DESCRIPTION:
Culture Wars and To Heal a Nation are the titles of two new books about the United States in the 1980s. The first focuses on recent debates about sexuality and censorship in the visual arts. The second discusses the Vietnam memorial in Washington, D.C., designed to commemorate a lost war which had been opposed in the 1960s by many artists, among countless others. This seminar will address a different, less familiar bit of art history: starting with the confident patriotism of most German artists at the outset of the First World War, moving through the revolution after Germany's military defeat and the radical questioning of old social roles and truths, and ending with the violent condemnation of much modernist art under the Nazi regime. Yet the basic questions it will pursue are relevant to critical thinking about visual images at other times and in other places, about the kinds of contemporary issues raised by the two books above. Among the questions to be asked will be: How do visual images contribute to the definition of deviancy and the formation and maintenance of social normality, political consensus, national identity? What happens when such wholes fragment, allowing other visions? When and why are alternatives suppressed, dominant cultural traditions and political "order" reasserted?

TEACHING METHOD:
Seminar meetings twice weekly for discussion of readings and images. Occasional short presentations by the instructor may be necessary to provide art-historical background, but above all students will engage in discussions of images and approaches to them.
METHODS OF EVALUATION:
Two short writing assignments, including one "looking assignment" (30%); one research paper (8-10 pages) (40%); class presentations of readings and research (20%); general class participation (10%).

READINGS:
Anderson, Benjamin Imagined Communities. Reflections on the Origins and Spread of Nationalism
Lewis, Beth Irwin George Grosz. Art and Politics in the Weimar Republic
Peukert, Detlev The Weimar Republic
Remarque, Eric Maria All Quiet on the Western Front,...
Other readings will be on reserve, and a packet of photocopied articles will be available for purchase.

David Van Zanten and Michael Leja
Art History B30
INTRODUCTION TO AMERICAN ART
MWF 1:00-2:00
Office Addresses: Kresge 254 and 212
Office Phones: 491-8024 and 8027
Expected enrollment: 300

COURSE DESCRIPTION:
This course will survey the art and architecture of the Americas from their first emergence more than 2,000 years ago down to the present. It will focus on the effects in art and visual culture of the mixing and conflict of cultures that have characterized the history of American nations. It will also treat art and architecture as deeply conditioned by international geo-political relations. It will be structured around the artistic responses to three specific crises:
1.) The collision of European and Native American cultures in the period of conquest;
2.) The emergence of a dense colonialist-capitalist system during the 19th century;
3.) The shift of the axis of power -- both economic and cultural -- from Europe to the Americas since 1945.

TEACHING METHOD:
Three hour-long lectures each week plus one hour-long recitation section led by teaching assistants.
READING:
Tzvetan Todorov, The Conquest of America
Linda Schele, The Blood of Kings
Edward Said, Culture and Imperialism
Leland Roth, A Concise History of American Architecture
Joshua Taylor, The Fine Arts in America

Whitney Davis
Art History C10
ANCIENT ART AND THE MODERN IMAGINATION
TTh 1:00 - 2:30 pm
Office:  211 Kresge
Phone:  491-8026

COURSE DESCRIPTION:
This course investigates the ways in which prehistoric, Egyptian, classical (Greek and Roman), and other ancient arts were approached by modern artists, critics and historians from the eighteenth into the twentieth century. We will focus on different methodological and interpretive frameworks through which ancient art has been approached--for example, Winckelmann's art history, Kant's general critique of aesthetic judgment, and Victorian anthropology's image of "savage" cultures--and on interactions between these frameworks and Euro-American nationalism, colonialism, industrialization and modernization.

PREREQUISITES:
Although no detailed background knowledge of ancient arts will be presupposed, introductory level work in art history, anthropology or classics will be helpful.

TEACHING METHOD:
Three hour-long lectures each week.

READINGS:
Readings will include Hugh Honour and other selected Neo-classicism readings to be announced.

Chris Bell
Art History C50-1
EUROPEAN ART FROM THE LATE 18TH CENTURY THROUGH 1848
MWF 10:00-11:00
COURSE DESCRIPTION:
A survey of painting, sculpture and architecture in Europe from the Revolutionary era through the mid-nineteenth century, considered in relation to the historical conditions under which they were produced. Course readings and discussion will include an introduction to the major theoretical issues and problems distinguishing nineteenth-century art historical scholarship.

TEACHING METHOD:
Three hour-long lectures and one discussion section each week.

METHODS OF EVALUATION:
Mid-term and final exams plus a research paper.

READINGS:
Course packet and readings to be announced.

O. K. Werckmeister
Art History C-69
SPECIAL TOPICS in TWENTIETH-CENTURY ART: FRENCH ART DURING THE GREAT DEPRESSION 1929-1939
TTH 3-4:30
Office Address: Kresge Hall 35-37
Phone: 475-0836
Expected enrollment: 20

COURSE DESCRIPTION:
A lecture course, in chronological order, on the main institutions, key events, and prominent artists of the French Republic during the decade of 1929-1939, from the start of the Great Depression to the beginning of the Second World War. Subjects to be covered include the professional and political resurgence of traditional art and architecture sponsored by successive French governments and embraced by conservative political interest; the initiatives of Popular Front cultural organizations to frame an agitational art of social conscience and of anti-fascist mass appeal; the sustained effort by proponents of modern art to be incorporated in official artistic culture, and the ensuing controversies; and the alternative strategies of the Surrealist movement to define modern art as a dissident
artistic culture of communist persuasion. The key events on which the account will center are the attempted right-wing coup of 1934; the Congress for the Defence of Culture of 1935; the Popular Front government of 1936; the Paris World Exposition of 1937; and the Spanish Civil War of 1936-1939. Artists whose careers will be pursued throughout the account include Pierre Bonnard, Charles Despiau, Marcel Gromaire, Le Corbusier, Jacques Lipchitz, Aristide Maillol, Robert Mallet-Stevens, Andre Masson, Pablo Picasso, and Georges Rouault.

TEACHING METHOD:
Two one and one half hour-long lectures a week.

READINGS:
To be announced at a later date.

Ikem Stanley Okoye
Art History C84-0
THE ARTS OF THE AFRICAN DIASPORA
T Th 10:30-12:00
Office: 221 Kresge
Phone: 491-8029

COURSE DESCRIPTION:
The course will be a study of the historical processes that have resulted in the formation of an American art that may be thought of as being distinctively African American. That is, it will attempt to locate the qualities, interests, difficulties and conceptual aporias which have surrounded and confronted the American art practitioner of African descent, and which have lead to this art's difference from the more publicly recognized artwork of European American culture. 'American' in this context will of course be defined beyond just the United States, to encompass Surinam, Haiti, Brazil (Bahia), Belize and Cuba, though it will concentrate on subjects which include the history of this art in the United States itself. Subjects covered will include 'invisibility', problems of Self Representation, the Harlem renaissance, and Africanisms in American Art. It will also encourage a familiarity with individual artists including 'Anonymous', Ossawa Tanner, Mailou Jones, Otavio Araujo, Adrian Piper and Houston Conwill.

PREREQUISITES:
The course is of a complexity that demands some prior course work in areas such as art history, African American history, American and European history, social theory, and African history. It is not suited for the introductory level.

TEACHING METHOD:
Two lecture meetings/discussion sessions a week.

METHODS OF EVALUATION:
Students will be required to take a mid-term exam, and to write a short report half way through the course. A final paper on a different topic will be submitted at the end of the course.

READINGS:
Readings will be assigned on a twice weekly basis, and will average two twenty-five page chapters (or equivalent) per meeting. In addition, visits will be made to relevant current exhibitions in the Evanston and Chicago areas. Readings will include works by some of the following: Houston Baker, Guy Brett, Betty LaDuke, Charles Mintz, Sally Price, Dick Rowell, and Hortense Spillers.

Michael Leja
Art History D01-2
METHODS IN THE HISTORY OF ART: FACULTY COLLOQUIUM
M 2:00-5:00
Office: 212 Kresge
Phone: 491-8027

COURSE DESCRIPTION:
Weekly meetings will consist of presentations and discussions of the work of Art History Department faculty. Each member of the faculty will lead a session focusing on the objectives, procedures and premises of her or his work.

PREREQUISITES:
The course is designed for first-year graduate students in art history who have successfully completed D01-1.

TEACHING METHOD:
Faculty presentations and discussions of assigned readings.

METHODS OF EVALUATION:
Participation in weekly discussion and preparation of a term paper critically examining some aspect of a form or tradition of art historical analysis that holds particular interest for the student.

READINGS:
Reading assignments will consist principally of selected works by NU Art History faculty; specific texts to be announced.

Whitney Davis
Art History D02
WINCKELMANN'S ART HISTORY
W 7:30-10:00 p.m.
Office: 211 Kresge
Phone: 491-8026

COURSE DESCRIPTION:
This seminar will explore the thought of J.J. Winckelmann (1717–67), a seminal figure in German Hellenism, in the formation of the modern disciplines of archeology and art history, in eighteenth- and early-nineteenth-century aesthetics, in modern homosexualist culture, and other contexts. Although we will focus on Winckelmann's most important publications, including Reflections on the Imitation of Greek Works of Art in Painting and Sculpture (1754) and The History of Ancient Art (1764), we will also consider texts in which Winckelmannian aesthetic and historical propositions have a significant afterlife (for instance, in Kant's treatment of "delineation" in the analytic of the sublime, in Walter Pater's criticism, and in Freud's account of narcissism) as well as the artworks to which Winckelmann was responding and for which he intended to provide an account (for instance, Raphael's or Bernini's "modern" art, ancient coins and gems).

PREREQUISITES:
Although reading fluency in German is not required, it will enable students to pursue certain important problems (for example, in Winckelmann's correspondence and Nachlass).

METHODS OF EVALUATION:
Students will develop research papers, for presentation to the seminar, consistent with their disciplinary background,
linguistic skills and general interests.

READINGS:
Alex Potts, Flesh and the Ideal: Winckelmann and the Origins of Art History (1994), various works of Winckelmann and other readings to be announced.

Ikem Okoye
Art History D86-0
STUDIES IN AFRICAN ART: ART AND ORNAMENTATION IN 19TH CENTURY WEST AFRICAN ARCHITECTURE
F 2:00-5:00
Office: 34 Kresge
Phone: 491-8031

COURSE DESCRIPTION:
The seminar will attempt to relocate works of 19th century West African and Central African art and ornamentation within the architecture of which they were originally an integral part. In doing so, the seminar will also attempt to follow the changing interpretations and meanings acquired by the same objects as they have moved from their original producers to present consumers (most typically a Western collector or Institution), and will offer a tentative view as to what this implies for a categorical and/or stable definition of art.

PREREQUISITE:
This is a graduate seminar. Seniors may be admitted following a successful petition to the instructor. Previous knowledge of African history or ethnography, or of 19th century European Colonialism would be advantageous.

TEACHING METHOD:
Discussions around weekly readings, illustrated occasionally by slides and/or film.

METHODS OF EVALUATION:
Active and regular participation/contribution to class discussions, a class presentation around a particular week's reading (or around a proposed research paper) and the submission of a final research paper around some of the issues raised in the seminar.

READINGS:
Amongst others, include selections from:


Talbot, P. Amaury (1924?), The Tribes of the Niger Delta: Their Religion and Customs. New York, Barnes and Noble.

Significant additional weekly readings to be announced prior to first class (students should expect to cover approximately 100 pages of reading per week.

Larry Silver
Art History D90-1
THE STUDY OF OBJECTS
W 2:00-5:00
Office Address: 38 Kresge
Office Phone: 491-8032

COURSE DESCRIPTION:
Consideration of the role of objects on exhibition in modern museums and galleries as well as the history of museums from the late sixteenth century to the present. Analysis of recent exhibitions of Flemish and Dutch art will be set against considerations of the historiography of Flemish and Dutch art. The eventual goal is an exhibition (or mock exhibition) of Antwerp as an art center for painting, drawings and prints, to be completed in spring quarter.

PREREQUISITES:
Preceptorship in the NU Mellon Objects Program or consent of
TEACHING METHOD:
Seminar discussion.
METHODS OF EVALUATION:
Short papers, plus preliminary outline of group project: a "mock exhibition".
READINGS: (tentative)
Sutton, Peter, The Age of Rubens
Kenseth, Joy, Age of the Marvelous
Riggs and Silver, Graven Images
Karp, Ivan and Steven Lavine, eds., Exhibiting Cultures, Museums and Communities
Vergo, Peter, ed., The New Museology
Sherman, Daniel and Irit Rogoff, eds., Museum Culture
Impey, Oliver and Arthur MacGregor, eds., Origins of Museums
Plus photocopies (Clifford, Bal, Duncan, Fisher et al.)

Ed Paschke
Art History D90-2
MEDIA & PROCESS IN ART
TTH 1:00-4:00
Office Address: 215 Kresge
Office Phone:
Expected enrollment: 12

COURSE DESCRIPTION:
A studio course in which students create works in painting, drawing, printmaking and sculptural media and participate in workshop sessions dealing with less familiar media such as egg tempera and paper making.

PREREQUISITES:
Open to art and art history graduates and senior art majors.

TEACHING METHOD:
Many sessions will be conducted by visiting artists. By working with various artmaking media, students will be able to recognize the intricate ways media are related to process (how media is used) and how process affects style and expression. Although attention will be given to the historical and technical aspects of art materials and their uses, the chief aim of the course is to acquaint the student with some of the ways artists create artworks today.
METHODS OF EVALUATION:
Course evaluation will be based on a combination of notes, projects and fully exploring the range of possibilities within each medium.

READINGS:
No text required.
0406 Art Theory

James Yood
Art Theory & Practice, A01-0
FRESHMAN SEMINAR (Contemporary Art Criticism)
Office address: Kresge Hall 42
Time: MW 2:30 - 4:00
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 21
BASIC PAINTING TTH 1:00 - 4:00
Office address: Kresge Hall, rm. 226
Expected enrollment: 16
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,
A20-0, sec 20
BASIC PAINTING MW 9:00 - 12:00
Office address: Kresge Hall, rm. 226
Expected enrollment: 16

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.

Lorraine Peltz
Art Theory & Practice, A24-0 sec. 20
ESSENTIALS OF DESIGN; MW 9-12
Office address: 32 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.

Chris Pielak  
Art Theory & Practice, A25-0, sec 20  
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.

Brian Sikes  
Art Theory & Practice, A25-0, sec 21  
BASIC DRAWING MW 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.

Dan Devening
Art Theory & Practice, B22-0
INTERMEDIATE PAINTING; TTh 9-12:00
Office address: Kresge Hall, rm. 226
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.

Brian Sikes
Art Theory & Practice, B25-0
INTERMEDIATE DRAWING; MW 9-12
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.

Pam Bannos
Art Theory & Practice, B50-2
BASIC PHOTOGRAPHY; TTh 9-12:00
Office address: Kresge Hall, rm. 217
Expected enrollment: 12

COURSE DESCRIPTION: This course is designed to further explore the fundamental photographic techniques. Further involvement with aesthetics and a continuation of classroom critique in which the student is encouraged to develop a more personal and intentional approach to picture making.
Prerequisites: B50-l or equivalent.

TEACHING METHOD: Class sessions are devoted to lecture-demonstrations, group critiques and studio demonstrations. Students work during class sessions and also independently according to their private schedules. Evening and weekend lab hours are available. Be prepared to give considerable time to your work beyond class time.

METHODS OF EVALUATION: Student performance is judged for aesthetic and technical competence, attendance, and a final portfolio.

READING: No text required.

Ed Paschke
Art Theory & Practice, C20-0
Joint with Art History D90-2
MEDIA & PROCESS IN ART; TTh 1:00-4:00
Office address: Kresge Hall, rm. 215
Expected enrollment 12

COURSE DESCRIPTION: A studio course in which students create works in painting, drawing, printmaking and sculptural media and participate in workshop sessions dealing with less familiar media such as egg tempera and paper making.

PREREQUISITES: Open to art and art history graduate students and senior art majors.

TEACHING METHOD: Many sessions will be conducted by visiting artists. By working with various artmaking media, students will be able to recognize the intricate ways media are related to process (how media is used) and how process affects style and expression. Although attention will be given to the historical and technical aspects of art materials and their uses, the chief aim of the course is to acquaint the student with some of the ways artists create artworks today.

METHOD OF EVALUATION: Course evaluation will be based on a combination of notes, projects and fully exploring the range of possibilities within each medium.
James Valerio
Art Theory & Practice, C25-2
ADVANCED DRAWING; TTH 9-12:00noon
Office address:  Kresge Hall, rm. 215
Expected enrollment:  18

COURSE DESCRIPTION:  This course is designed for advanced undergraduate art majors, graduate students, and students with a high degree of proficiency in drawing. Figure drawing and still life rendering will be offered. The major emphasis will be in developing the graphic imagination of the student through self-exploratory problems.

Prerequisites:  A25, B25 or equivalent.

TEACHING METHOD:  Informal lectures in media technique with examples shown. Weekly individual critiques and class critiques.

METHODS OF EVALUATION:  Drawing problems will be assigned through the quarter. Each student will be expected to submit a portfolio for grading at the end of the quarter. Students will receive a mid-term evaluation.

Bill Cass
Art Theory & Practice, C31-0
RELIEF PRINTMAKING; MW 9-12:00
Office address:  Kresge Hall, rm. 203
Expected enrollment:  10

COURSE DESCRIPTION:  An introduction to the earliest form of printmaking. Students will make a variety of relief prints, including collographs, woodcuts, and linoleum cuts, concluded by a mono printing session at the quarter's end. (Mono printing is simply drawing and/or painting on a surface which is later pressed to yield a single impression.)

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

TEACHING METHOD:  Students will be encouraged to develop their own ideas and to materialize them as fully as possible.
with the guidance of frequent demonstrations and discussions.

METHODS OF EVALUATION: Grading will be primarily based on the degree of completion of assigned projects, preparedness, student's rate of attendance, cooperation, and intensity of activity and participation in the studio. Course work will be formally evaluated at mid-term and during exam week.

Bill Cass
Art Theory & Practice, C33-0
LITHOGRAPHY; MW 1-4
Office Address: Kresge Hall, Rm. 203
Expected enrollment: 10

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, C40-0
SCULPTURE IN METAL & PLASTIC; TTh 1:00-4:00
Office address: Kresge Hall, rm. 2
Expected enrollment: 12

COURSE DESCRIPTION: A basic course exploring the sculptural forms possible in metal and related mediums (i.e., those used in model-making). Introduction to forming, welding and finishing metal by polishing and the use of patinas. Cross-
cultural and historical ideas in sculpture will be briefly covered. The main emphasis of the course will be studio practice.

No prerequisites. P/N is permitted.

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

METHODS OF EVALUATION: 85% of course grade will be determined by the sculpture projects. A short critical/analysis paper (2-3 pages), demonstrating the student's grasp of sculptural ideas will determine the remaining percentage of the grade.

REQUIRED READING: The Sculptural Idea, James J. Kelly; (paperback).

James Yood
Art Theory & Practice, D23-0
STUDIES IN CRITICISM & ART CONCEPTS
Office Address: Kresge Hall 42
Time: 4:00-5:30

Prerequisites: Open to graduate students only

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ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: November 1, 1994
ASTR A02-0
MILKY WAY GALAXY
Farhad Yusef-Zadeh
Office Address: Dearborn 9C
Office Phone: 1-8147
e-mail: f-yusef-zadeh@northwestern.edu
Time & Place: MWF @ 11, 122 University Hall

COURSE DESCRIPTION: Structure of the galaxy, star formation, interstellar clouds and dust, star clusters, neutron stars and black holes, the galactic center, the future evolution of the sun and our solar system.

PREREQUISITES: One year of high-school algebra

TEACHING METHOD: Three lectures per week

EVALUATION: One or more midterms and a final examination

ASTR A20-0
HIGHLIGHTS OF ASTRONOMY
Guy Miller
Office Address: Dearborn 9D
Office phone: 1-8647
e-mail: gsmiller@casbah.acns.northwestern.edu
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.

ASTR B20-0
HIGHLIGHTS OF ASTROPHYSICS
Guy Miller
Office Address: Dearborn 9D
Office phone: 1-8647
e-mail: gsmiller@casbah.acns.northwestern.edu
Time & Place: TTh @ 2:00 - 4:00, Tech B396

COURSE DESCRIPTION: Intended for science majors. Topics covered include the physical processes behind stellar birth, the origin of black holes and neutron stars, the formation of spiral galaxies, and the expansion of the Universe. Particularly well-suited for engineering students interested in learning about the interaction of matter and radiation under astrophysical conditions.

PREREQUISITES: Math B14-1,2,3 and Physics A35-1,2,3

TEACHING METHOD: Two lectures per week.

EVALUATION: One or more midterms and a final examination.

ASTR C28-0
INTERSTELLAR MATTER
Farhad Yusef-Zadeh
Office Address: Dearborn 9C
Office Phone: 1-8147
e-mail: f-yusef-zadeh@northwestern.edu
Time & Place: TTh 12:30 - 2, Tech B396


PREREQUISITES: ASTR B10-1,2 or B20-0, and PHYX A35-1,2,3 or equivalent
TEACHING METHOD: Three lectures per week

EVALUATION: One or more midterms and a final examination

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: November 1, 1994
Teresa H. Horton  
Biological Sciences, 0409-A01-6  
FRESHMAN SEMINAR  
THE SCIENTIFIC METHOD: EXAMPLES FROM RESEARCH ON ENDOCRINOLOGY AND REPRODUCTIVE BEHAVIOR  
Time: MW 9-10:30  
Office Address: MLS 2117  
Office Phone: 491-5687  
Expected Enrollment: 15  

COURSE DESCRIPTION: Science is a way of thinking, not just the accumulation of facts. Scientific problem solving involves observing an event, asking questions about what was observed, making predictions about how and why an event occurred, and conducting experiments to test whether the predictions are correct. In this seminar students shall discuss the principles of the scientific method. Examples from research on sex hormones, sexual differentiation, and reproductive behavior shall be used to provide material for discussion.  

TEACHING METHOD: Group discussion of assigned readings.  

EVALUATION: Participation in and leadership of group discussions. Written assignments consisting of 2 short midterm assignments and a term paper.  


Gary J. Galbreath  
Biological Sciences 0409-A03-0  
DIVERSITY OF LIFE  
Time: MWF 3:00  
Office Address: Hogan 6-170
COURSE DESCRIPTION: Comparative survey of the seven kingdoms of organisms, emphasizing adaptation, anatomical structure, and phylogenetic relationships. Major phyla and classes of animals and plants. Particular emphasis on animal groups. For non majors and majors.

PREREQUISITEST: None.

TEACHING METHOD: Lectures.

READINGS: TBA

EVALUATION: Via exams.

Robert King
Biological Sciences 0409-A06-6
GENETICS AND EVOLUTION
Time: MWF 2:00 p.m.
Office Address: Hogan 5-130
Office Phone: 491-3652
Anticipated Enrollment: 15

COURSE DESCRIPTION: This course will cover a variety of topics in the fields of genetics and evolutionary biology, focusing on the molecular analysis of genetic molecules from diverse species. Other topics deal with the evidence for evolution occurring within recent times (antibiotic and insecticide resistance, industrial melanism, resistance in humans to endemic diseases). Students will write 4,000-word essays in the style of scientific reviews on topics they choose.

PREREQUISITEST: None.

TEACHING METHOD: The instructor will lecture on methods of library research and techniques of scientific writing. Subsequently during lectures on the fundamentals of genetics and evidence for evolution, the students will be drawn into discussions as to the insights their research provides upon the subjects being discussed. Individual meetings will be set up to go over the manuscripts at various stages of their

EVALUATION: Based on grades given for the first and second drafts of the review, upon a 20-minute seminar, and upon class participation.


Neena B. Schwartz
Biological Sciences 0409-A60-0
HUMAN REPRODUCTION
Time: TTH 11-12:30; Discussion: 1-hour per week
Office Address: Hogan 2-120
Office Phone: 491-5767
Expected Enrollment: 200

COURSE DESCRIPTION: Basic biology of reproduction; relation between hormones, emotions, intelligence and behavior; issues of public and private policy regarding family planning, abortion, population control and religion.

PREREQUISITES: None.

TEACHING METHOD: Lectures: two 1.5 hour lectures per week.
Discussion groups: small group discussion, one per week with teaching assistants covering questions about the lectures and special material organized by the professor and the T.A.'s.

EVALUATION: There will be a mid-term and a final of short answer and true-false questions (60%). Students will be graded by the T.A.'s on their participation in the discussion sections (10%). Each student will be required to find two newspaper clippings and/or magazine articles, appearing during the course, relevant to something in the course and write a 500 word essay on each explaining her/his interpretation of the article (30%).

books on sex and gender, newspaper and magazine articles.

Richard Morimoto and Jonathan Widom
Biological Sciences 0409-B10-2

BIOLOGY
Time: MWF 8:00-9 Lecture or MWF 11:00-12 Lecture
      F 4:00-6 Optional Review and Discussion Section
      (but required for Midterm Exams)

One 2-hour Lab on T, W, or TH.
Office Address: RIM: MLS 3107
               JW: Tech 1694
Office Phone: RIM: 467-2126
              JW: 467-1887
Expected Enrollment: Approximately 380

COURSE DESCRIPTION: Biochemistry and Molecular Biology.

PREREQUISITES: Biology B10-1, Chemistry B10-1, and concurrent registration in Chemistry B10-2.

TEACHING METHOD: Lectures three times a week, with optional review session, and one laboratory session.

EVALUATION: Two midterm exams and a non-comprehensive final exam; laboratory performance.

READING LIST: TBA.

William L. Klein
Biological Sciences 0409-C03-0

MOLECULAR NEUROBIOLOGY
Time: T TH 10:30-12
      F 11:00-12:15 (Optional)
Office Address: Hogan 5-110
Office Phone: 491-5510
Expected Enrollment: 35

COURSE DESCRIPTION: Brain function derives from an immense network of synapses, comprising in humans more than a quadrillion sites of cell-to-cell communication. Discoveries from the new field of molecular neurobiology give insight into critical mechanisms underlying this cell-to-cell
communication, especially those responsible for nerve cell development, function, and survival. As an introduction to molecular neurobiology, this class shows how experimental methods of cell and molecular biology applied to neural cells are helping to answer three significant questions: (1) What is the molecular basis for neural signal transduction? (2) How do developing nerve cells create their unique parts: the axons, dendrites and synapses? (3) What molecular-level aberrations underlie nerve cell failure in Alzheimer's disease, a breakdown of cell-to-cell communication responsible for drastic memory failure and dementia.

PREREQUISITES: Fundamentals of biochemistry, molecular biology and cell biology, and neurobiology (409 B10-1,2, and 3).

TEACHING METHOD: A special feature of this course is the seminar format at the end of the quarter. During the seminar sequence, small teams of students will work together to better understand and analyze key scientific articles germane to mechanisms of neurodegeneration. Preparation for the seminar will come from traditional classroom lectures during the first two-thirds of the quarter.

EVALUATION: Two midterms covering lectures; two team presentations during student seminar.

READING LIST: An Introduction to Molecular Neurobiology, by Z.W. Hall (1992), plus original articles from the scientific literature.

Mark A. Segraves
Biological Sciences 0409-C05-0
NEUROBIOLOGY LABORATORY
Time: M 1:00-2, W or F 1:00-5 Lab
Office Address: MLS 2137
Office Phone: 491-5072
Expected Enrollment: 24

COURSE DESCRIPTION: A laboratory course giving students of neurobiology and physiology hands on experience in the performance of classical experiments in the physiology of the nervous system. Experiments performed by students will include: recording of impulse conduction in peripheral
nerves; intracellular recording of membrane potential; studies of the generation and propagation of action potentials; an investigation of the electro-physiology and pharmacology of the neuromuscular junction; voltage clamp recordings of the membrane currents; and studies of neuronal activity in the visual system. The animals that will be used for these experiments may include frogs, horseshoe crabs, lobsters and marine snails.

PREREQUISITES: 409-B10 series; a course providing background in cellular neurophysiology, for example 409-C02, is strongly recommended.

TEACHING METHOD: One hour discussion period and one four hour laboratory each week.

EVALUATION: Written lab reports and class participation.


Mark A. Segraves
Biological Sciences 0409-C06-0
CENTRAL NERVOUS SYSTEM PHYSIOLOGY
Time: TTH 1-2:30
Office Address: MLS 2137
Office Phone: 491-5072
Expected Enrollment: 50

COURSE DESCRIPTION: A multi-disciplinary approach towards an understanding of the organization and function of the mammalian central nervous system. Topics for discussion will include sensory and motor systems, sensorimotor integration, CNS involvement in homeostasis and arousal, and diseases of the brain. Equal time will be devoted to presentation of essential material for each system and to a discussion of key experiments that have contributed to our understanding of these systems. As an aid to the comprehension of relationships between structure and function in the central nervous system, one class period will be devoted to dissection of a sheep brain.
PREREQUISITES: 409-B10-3, or instructor's consent.

TEACHING METHOD: Lectures and discussion of research articles.

EVALUATION: Two exams and one term paper.

READING LIST: Kandel et al., Principles of Neural Science; original papers.

Angela Wandinger-Ness
Biological Sciences, 0409-C15-0
CELL BIOLOGY
Time: MWF 11:00-12
Office Address: MLS 3137
Office Phone: 467-1173
Expected Enrollment: 85

COURSE DESCRIPTION: Explore the subcellular organization of eukaryotic cells. Topics to be covered include protein and lipid metabolism in the context of this compartmentalized organization; discussing endo- and exocytosis, the post-translational modification and oligomerization of proteins, and various aspects of vesicular transport. Also discussed, membrane and organelle biogenesis, the function of cytoskeleton in cell shape and organelle movement, and various aspects of the cell cycle.

PREREQUISITES: 409 B10-3

TEACHING METHOD: Three lectures and quiz section. During the last six weeks of the quarter student panel discussions will be held on Fridays. Half of the class will meet at the regular lecture hour and half at the quiz section hour.

EVALUATION: Two 1-hour exams and final examination. In class participation in student led panel discussions.


Gary Galbreath
Biological Sciences, 0409-C20
BEHAVIORAL ECOLOGY
Time: MW 12:30-2:00 p.m.
Office Address: Hogan 6-170
Phone: 491-8775
Expected Enrollment: 30

COURSE DESCRIPTION: A detailed examination of the evolutionary study of animal behavior, emphasizing theory, but utilizing field data to test and/or illustrate aspects of theory. Topics include evolution of "altruistic" and cooperative behavior, territoriality, dominance behavior, mating behavior, demographics strategies, living in groups, and signaling behavior.

PREREQUISITES: 409-B10-3, 409-A04, 409-A91, 409-B10-1, or consent of instructor.

TEACHING METHOD: Two lectures each week.

EVALUATION: Based on three exams and one paper.

Paul A. Loach  
Biological Sciences 0409-C22-0

BIOCHEMISTRY OF MACROMOLECULAR COMPLEXES
Time: MWF 9:00
Discussion session TBA
Office address: Tech 1697
Office phone: 491-5654
Expected Enrollment: 30

COURSE DESCRIPTION: A logical progression to more complex systems assuming knowledge of the fundamentals of biochemistry. Structure and behavior of membranes and complexes that function in association with membranes are a major focus. Such topics as mitochondria and biological oxidation, energy conversion mechanisms in contractile elements and photosynthesis, metabolite and ion transport systems, and biological signaling will be discussed. It is intended that a relatively small set of topics will be covered at greater depth and from a research perspective rather than a broad range of topics covered superficially. A number of concepts and principles of biophysics will be introduced.
PREREQUISITES: 409-C01 or consent of the instructor.

TEACHING METHOD: Three 50 minute lectures and a one hour discussion session per week.

EVALUATION: A midterm and a final exam will be given.

READING LIST: Although no textbook is required, a membrane text such as Biomembranes by R.B. Gennis may be useful. Many reviews and original papers will be used.

Neil E. Welker
Biological Sciences 0409-C54-0

EXPERIMENTAL TECHNIQUES IN BIOCHEMISTRY AND MOLECULAR BIOLOGY
Time: MW 3:00-4 Lecture and Lab on either TTH 12:00-3 or 3:00-6 p.m. (The laboratory is open during the evenings, and weekends so that each experiment can be completed.)
Office Address: Hogan 5-140
Office Phone: 491-5516
Expected Enrollment: 48

COURSE DESCRIPTION: This is a laboratory course intended for students who need to acquire skill in laboratory procedures that utilize microorganisms for probing fundamental biological problems. Students are taught the uses and applications of basic techniques of modern biochemistry and molecular biology, such as the isolation and characterization of mutants, regulation of enzyme biosynthesis, mechanisms of genetic exchange, and the isolation and characterization of bacterial cell components (DNA, enzymes). In addition, the course is intended to teach the principles of research and scientific thought required for modern biological research. Discussion and critical evaluation of the procedures and results will be stressed.

PREREQUISITES: 409-B10-3 and consent of the instructor.

TEACHING METHOD: Two 3-hour laboratory sessions and two 1-hour lecture/discussion sessions per week. The laboratory is open evenings and weekends so that each exercise can be completed.

EVALUATION: Satisfactory completion of each segment of a research project, experiment (50%), evaluate laboratory
notebook for organization of protocol and data (20%), laboratory skills (20%) and laboratory protocol (10%).

READING LIST: Basic lab manual, handouts, and copies of original references.

Jon Levine  
Biological Sciences 0409-C56-0  
VERTEBRATE ENDOCRINOLOGY  
Time: TTH 9-10:30  
Office Address: 4-150 Hogan  
Office Phone: 491-7180  
Expected Enrollment: 75

COURSE DESCRIPTION: Physiology, biochemistry and molecular biology of hormones and glands of internal secretion in vertebrates. Hormone structure, function, and measurement and interrelationships among endocrine glands are stressed.

PREREQUISITES: 409-B10-3

TEACHING METHOD: Two lectures per week, includes some class discussion.

EVALUATION: Mid-term examination, final examination, term paper or project, and "mini-reports" for class discussion.

READING LIST: Hadley, M.E. Endocrinology, Prentice Hall, 3rd edition, 1992; reserved readings, including research articles.

Kelly Mayo  
Biological Sciences 0409-C92-0  
DEVELOPMENTAL BIOLOGY  
Time: MWF 9:00 Lecture  
F 2:00-4 or F 4:00-6 Lab  
Office Address: 3-100 Hogan  
Office Phone: KM:491-8854  
JB: 467-1394  
Expected Enrollment: 40

COURSE DESCRIPTION: The course will explore animal development at the molecular, cellular and organismal
levels. The associated laboratory will be predominantly observational and will focus on the basic embryology of several key species. The lecture topics will initially examine basic mechanisms of development, including gametes and fertilization, gastrulation and germ-layer formation, and determination and inductive interactions. This will be followed by a consideration of molecular aspects of development, including regulation of gene expression at the transcriptional, post-transcriptional and translational levels. Finally, several aspects of cellular interaction will be explored, including cell adhesion and migration, secondary induction, pattern formation, and cell and tissue growth. Throughout the course, there will be an emphasis on the development of organisms that provide good genetic models, and on the recent advances in molecular biology and genetic manipulation of the embryo in these species.

PREREQUISITES: 409-B10 series; (Molecular Biology recommended but not required).

TEACHING METHOD: 3 lectures/1 lab per week/optional discussion section

EVALUATION: Midterm and final examination; laboratory grade


ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: November 1, 1994
Albert Russell Ascoli
0410 - Center for the Humanities
Topics in the Humanities: Inventing the Author in Early Modern Europe
Time: Friday, 1-3.30
Phone: 491-5493 or 491-5490
Office: 127B Kresge
Max. Enrollment: 15

REQUIRED READING FOR FIRST MEETING - SEE INSTRUCTOR

COURSE DESCRIPTION: Some time between the 13th and the 16th centuries a new cultural figure emerged: the creative literary author in an approximately modern sense. Traditional accounts have linked this phenomenon to the new "individualism" of Renaissance writers, beginning with Frances Petrarch. More recently, Michel Foucault and others have insisted that the modern author is a legal and institutional creation linked to the development of the European nation-state in the 15th and 16th centuries, and more specifically to the radical transformations in notions of intellectual and creative property that followed the invention of the printing press. In this course we explore the relationship between the two accounts, "personal" and "institutional," of the invention of the modern author. Beginning with the medieval concept of "impersonal" cultural auctoritas we will examine a series of representative cases in the period from 1300 to 1600. Our point of departure will be the exemplary case of Italy (including figures such as Dante, Petrarch, Valla, Machiabelli, Ariosto, and others), we will also consider important representatives from other European nations (among them, Chaucer, Christine de Pizan, Luther, Montaigne, Bacon, and possibly Shakespeare). Students will be free to develop their own related interests in a final research project, and materials to be treated in the latter half of the seminar will be determined to some extent by the seminar participants.)
METHOD OF INSTRUCTION: seminar format - lecture, reports, and discussion.

EVALUATION: student presentations, short papers, and a final project culminating in a 15-20 page term paper.

READINGS: (see course description)

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Prof Alex Owen
0410 - Center for the Humanities
C02-0
Winter 1995
2.30-4.30 Thursday
Maximum enrollment: 15

"Am I That Name?": What is at Stake in Contemporary Politics

Questions revolving around the issue of identity are currently at the center of cultural and political debate in the United States and Europe. Poststructuralist theories of the subject stress the contingency of selfhood, or the "I" of personal identity, and question the liberal-humanist notion of a transcendent "I"; minority writers and activists challenge the idea that there can be a generalizable, collective identity based upon a common experience of state or nationhood' with the break up of the Soviet Union, we are witnessing new nationalisms predicated on old ethnic divisions; white feminists now understand that their experience cannot be assumed to represent that of all women' gay theorists and activists argue that the most basic categories of differentiation, "women" and "man", assume a particular sexual identity which is at odds with their experience. What is currently being thrown into question as before, is the assumption that we can recognize difference while still proposing the kind of unitary categories necessary for collective participation in the social, cultural, and political domain. The course will concentrate on three critical areas: nationalism, feminism, and political domain, in order to begin to examine the ramifications of these questions. It will draw on
autobiographical accounts, novels, and films, as well as theory, to begin to unpack the difficult issues under discussion. The course does not assume an ethical position in relation to the material, but will instead be concerned with an analysis of cause and effect: how has the "politics of identity" come to assume a position of such centrality, and what is at stake in adopting its rhetoric and strategies? The course will operate as a discussion-based seminar, and will seek to foster critical thinking and the responsible exchange of views and ideas.

METHOD OF INSTRUCTION: seminar discussion

EVALUATION: student presentations, short papers, one final project (10 pages)

READING LIST: (provisional)
Benedict Anderson, Imagined Communities: Reflections on the Origins and Spread of Nationalism
Kwame Anthony Appiah, In My Father's House: Africa in the Philosophy of Culture
Roddy Doyle, Paddy Clarke Ha Ha Ha
Michael Ignatieff, Blood and Belonging: Journeys into the New Nationalism
Alice Kaplan, French Lessons
Denise Riley, "Am I that Name?" Feminism and the Category of "Women" in History
Charles Taylor, Multiculturalism: Examining the Politics of Recognition
0411 Chemistry

James A. Ibers
Chemistry A02
GENERAL INORGANIC CHEMISTRY
Time:  MTWThF 9:00 and 10:00. Lab section times will vary.
Office Address:  Tech B864
Phone:  491-5449
Expected Enrollment:  450
Winter Quarter 1995

SEQUENCE:  The course is the second one in general chemistry for science majors. The course is a continuation of Chemistry A01 in the fall quarter. The sequence is completed by Chemistry A03 in the spring quarter.

COURSE DESCRIPTION:  Topics to be covered in the course include chemical bonding, nuclear chemistry, thermodynamics, introduction to chemical equilibria, phase equilibria, solutions, and colligative properties.

TEACHING METHOD:  Lectures will be the principal method of exposition. The lecture section will meet for five one-hour periods each week; three lectures to introduce new material, one hour for discussion of questions and assigned problems, and one hour for discussion of laboratory material. There will be a four-hour laboratory each week.

PREREQUISITES:  The prerequisite for this course is a passing grade of C- or better in Chemistry A01, or special permission of the Chemistry Department. P/N option is allowed, but not for those students planning on continuing with the sequence.

EVALUATION:  The following is an approximate breakdown of contributions to the final score in the course, and hence to the final grade:

- Two one-hour exams, total 30%
- In-lecture short quizzes, total 10%
Laboratory                         20%
Final                              40%

There will be no term papers.


NOTE:  Please refer any questions regarding the course to Dr. Tom Weaver, Tech B854, 491-3103.

Joseph T. Hupp
Chemistry A02
GENERAL INORGANIC CHEMISTRY
Time:  MTWThF 3:00, W 6:00-10:00(Lab)
Office Address:  Tech 3895
Phone:  491-3504
Expected Enrollment:  90
Winter Quarter 1995

SEQUENCE:  The course is the second course in general chemistry for science majors. The course is a continuation of Chemistry A01 in the fall quarter. The sequence is completed by Chemistry A03 in the spring quarter.

COURSE DESCRIPTION:  Topics to be covered in the course include chemical bonding, nuclear chemistry, thermodynamics, introduction to chemical equilibria, phase equilibria, solutions and colligative properties.

TEACHING METHOD:  Lectures will be the principal method of exposition. The lecture section will meet for five one-hour periods each week; three lectures to introduce new material, one hour for discussion of questions and assigned problems, and one hour for discussion of laboratory material. There will be a four-hour laboratory each week.

PREREQUISITES:  The prerequisite for this course is a passing grade of C- or better in Chemistry A01, or special permission of the Chemistry Department. P/N option is allowed, but not for those students planning on continuing with the sequence.

EVALUATION:  There will be two one-hour examinations, each accounting for about 1/5 of the final grade. Laboratory grades will account for about 1/5 of the final grade. The
two-hour comprehensive final exam will be used to determine the remaining fraction of the grade. There will be no term papers.

TEXT: Chemistry, second edition, by Zumdahl.

NOTE: Please refer any questions regarding the course to Dr. Tom Weaver, Tech B854, 491-3103.

Brian M. Hoffman
Chemistry A72
ACCELERATED GENERAL PHYSICAL CHEMISTRY
Time: MTWThF 1:00, Lab times vary
Office address: Tech NG91
Phone: 491-3104
Expected enrollment: 240
Winter Quarter 1995

SEQUENCE: The course completes the honors sequence in general chemistry for science majors. The sequence is begun by Chemistry A71 in the fall quarter. The sequence is designed for those students who plan on continuing in chemistry courses.

COURSE DESCRIPTION: Topics covered in the course include the following: thermodynamics and equilibrium; chemical kinetics and mechanism; electrochemistry; additional topics in biochemistry and/or engineering.

TEACHING METHOD: Lectures will be the principal method of exposition. The lecture section will meet for five one-hour periods each week; three lectures to introduce new material, one hour for discussion of questions and assigned problems, and one hour for discussion of laboratory material. There will be a four-hour laboratory each week.

PREREQUISITES: A passing grade of C- or better in Chemistry A71 and Math B14-1. A grade of C- or better in this course is required for those students who wish to enroll in any upper level chemistry course.

EVALUATION: There will be two one-hour examinations, each accounting for 20% of the final grade. Laboratory grades will account for 20% of the final grade. The two-hour
comprehensive final exam will be used to determine the remaining 40% of the grade. There will be no term papers.


NOTE: Please refer any questions regarding the course to Dr. Tom Weaver, Tech B854, 491-3103.

Joseph B. Lambert
Chemistry B01
CHEMISTRY OF NATURE AND CULTURE
Time: MWF 10:00-11:00, lab: T 10:00-12:00
Office address: Tech 3023
Phone: 491-5437
Expected enrollment: 30
Winter Quarter 1995

COURSE DESCRIPTION: The course treats chemicals encountered on an everyday basis. Where do they come from? How do we use them? How can we make informed decisions about them? The course covers the basics of inorganic and organic chemistry. Naturally occurring chemicals from the earth, the atmosphere, and the sea are examined. Specially designed chemicals for food production, cosmetics, fabrics, medical therapy, energy sources, etc., are considered for their importance and safety.

PREREQUISITES: None. Students who have taken A-level chemistry may not take this course.

TEACHING METHOD: There will be three lectures each week and a 2 hour laboratory every other week.

EVALUATION: Grades will be determined by student performance on tests and in the laboratory.


Barry Coddens, Daniel P. Weeks, Mark Zhang
Chemistry B10-2
ORGANIC CHEMISTRY
COURSE DESCRIPTION: This course is a continuation of Chemistry B10-1. The spectroscopy of organic molecules and the chemistry of aromatic compounds and carbonyl containing compounds will be studied.

PREREQUISITES: Chemistry B10-1 with a passing grade. (C or better strongly recommended.) No P/N registration.

TEACHING METHOD: There will be three lectures each week. One class meeting will be devoted to problem solving and review of lecture material. There will also be a weekly laboratory lecture. A four-hour laboratory meets every other week.

EVALUATION: Grades will be based upon hour exams, laboratory work, and a final examination.

Professor Fred Lewis
Chemistry B12-2
ORGANIC CHEMISTRY
Time: MTWThF 9:00, Lab: M, T or Th 1:00-6:00 p.m.
Office Address: 3001 Tech
Phone: 491-3441
Expected enrollment: 55
Winter Quarter 1995

COURSE DESCRIPTION: This course is a continuation of Chemistry B12-1. The spectroscopy of organic molecules and the chemistry of aromatic compounds and carbonyl containing compounds will be studied.

PREREQUISITES: Chemistry B12-1 (or Chemistry B10-1 and permission of the instructor) with a passing grade. (C or better strongly recommended.) No P/N registration.

TEACHING METHOD: There will be three lectures each week. A fourth class meeting will be devoted to problem solving and review of lecture material. There will also be a weekly
laboratory lecture and a four-hour laboratory session.

EVALUATION: Grades will be based upon hour exams, quizes, laboratory work, and a final examination. No make-up exams will be given during the quarter.

Richard Van Duyne/Fred Northrup
Chemistry C29
ANALYTICAL CHEMISTRY WITH LABORATORY
Times:
Lecture: MWF 9:00; Van Duyne
Office address: Tech EG80
Phone: 491-3516

Lab: (one day) MTWThF 1:00 - 6:00; Northrup
Office address: Tech B019C
Phone: 491-7910
Expected enrollment: 36
Winter Quarter 1995

COURSE DESCRIPTION: Principles and applications of analytical methods with emphasis on chromatography and electrochemistry. With laboratory.

PREREQUISITES: C42-1

TEACHING METHOD: Three lectures and one 5-hour laboratory per week.

EVALUATION: Grades will be determined by several mid-term examinations, a final examination, and graded homework assignments, lab participation, and assignments.

TEXTS: Harris, Quantitative Chemical Analysis, latest edition.
Braithwaite and Smith, Chromatagraphic Methods, latest edition.

Robert M. Rosenberg
Chemistry C42-1
THERMODYNAMICS
Time: 11:00 MWThF
Office address: Tech 1696
COURSE DESCRIPTION: The laws of thermodynamics, chemical potentials, solutions thermodynamics, and applications of thermodynamics.

PREREQUISITES: Chemistry A-03 or A72 with a grade of at least C; Math B14-3; Physics A35-1,2 (A35-2 may be taken concurrently).

TEACHING METHOD: Three lectures and one discussion per week.

EVALUATION: Grades will be determined by weekly quizzes, several mid-term examinations, and a final examination.


Eric Weitz
Chemistry C42-2
QUANTUM MECHANICS AND SPECTROSCOPY
Time: MWTTHF 11:00
Office address: Tech B857
Phone: 491-5583
Expected enrollment: 50
Winter Quarter 1995

COURSE DESCRIPTION: Quantum mechanics with emphasis on atomic and molecular electronic structure. Electronic, vibrational, and rotational spectroscopy.

PREREQUISITES: Math B14-3 (B16 recommended); Physics A35-1,2.

TEACHING METHOD: Three lectures and one discussion per week.

EVALUATION: Grades will be determined by two mid-term examinations, a final examination, and graded homework assignments.

Professor Richard B. Silverman
Chemistry C97
MEDICINAL CHEMISTRY: THE ORGANIC CHEMISTRY OF DRUG DESIGN
AND DRUG ACTION
Time:  TTh 9-10:30am
Office address:  Tech 3868
Phone:  491-5653
Expected enrollment:  30
Winter Quarter 1995

COURSE DESCRIPTION:  This advanced organic chemistry course introduces the student to the principles of drug design and the mechanisms of drug action from a chemical point of view. The following topics will be discussed: a historical introduction, drug design and development, receptors, enzymes and enzyme inhibitors, DNA interacting drugs, drug metabolism and prodrugs. This should be a valuable course to pre-medical students and to students interested in learning the rationale behind drug design and in understanding how drugs work at the molecular level.

PREREQUISITES:  One year of organic chemistry.

TEACHING METHOD:  Lectures with overhead transparencies.

EVALUATION:  Midterm, final exams; term paper.


cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: November 1, 1994
413 A01-2
ELEMENTARY LATIN
Expected enrollment: 23
Time: MTWF 10:00
Instructor: Kathleen McCarthy
Office: Kresge 10-A
Phone: 491-7104

COURSE DESCRIPTION: The second of a three-quarter sequence of grammatical training in elementary Latin; provides basic instruction in the grammar, vocabulary, and syntax of classical Latin through close analysis of adapted and original prose.

PREREQUISITES: Latin A01-1, placement examination, or permission of the instructor. P/N not allowed.

TEACHING METHOD: Translation, analysis and review of daily grammar and reading assignments, and vocabulary study.

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

TEXTS: F. Wheelock, Introduction to Latin, Barnes & Noble; Groton and May, Thirty-eight Latin Stories. Handouts to be distributed in class.

413 B01-2
INTRODUCTION TO LATIN LITERATURE
Expected enrollment: 20
Time: MWF 10:00
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 all three Latin B01 courses.

In B01-2, selections from the Roman comic playwright, Plautus, will be read. His Curculio will be the main text, along with selections from other plays.

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

PREREQUISITE: Latin A01-3 or placement by department. Note that Latin B01-1,2,3 courses need not be taken in sequential order. No P/N option allowed.

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

TEXTS: Plautus, Curculio: Introduction and Notes by John Wright, and a packet of materials available from the Classics Department.

413 C10-0
READINGS IN LATIN LITERATURE
Expected enrollment: 6
Time: MWF 9:00
Instructor: Daniel Garrison
Office: Kresge 13
Phone: 491-8041

COURSE DESCRIPTION: A study of the chief works of Latin literature, arranged in a three year cycle. The topic for Winter 1995 will be chosen according to the needs of the students enrolled.

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

TEACHING METHOD: Discussion and informal lectures.

EVALUATION: Classwork; midterm and final examination or term paper.
FRESHMAN SEMINAR: WAR GAMES - EPIC, POWER AND AUTHORITY
Enrollment limit: 15
Time: MWF 2:00
Instructor: Ahuvia Kahane
Office: Kresge 14
Phone: 491-8047

COURSE DESCRIPTION: Epic poetry, the songs of Homer, Vergil, Lucan and others, has always played a role second to none in the literary tradition of the West. This course will consider the formative, and arguably most important, stage in the history of the genre, namely epic poetry in ancient Greece and Rome.

The course will cover all the major canonical epic texts of Greek and Roman antiquity, as well as a few of the less well known poems. We will consider the history of ancient epic and examine the main features and functions of epic as a genre.

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

TEACHING METHODS: Lecture and discussion.

EVALUATION: Class participation and written work, including at least one paper.

TEXTS: Readings will be taken from the following works: Homer, Iliad, Odyssey; Hesiod, Theogony, Works and Days; Apollonius of Rhodes, Argonautica; Ovid, Metamorphoses; Lucretius, De Rerum Natura; Vergilius, Aeneid; Lucan, Pharsalia; and selected additional authors and works.

A STUDY OF SCIENTIFIC VOCABULARY THROUGH CLASSICAL ROOTS
Expected enrollment: 35
Time: See secretary in Kresge 18
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 B11-0
CLASSICAL GREECE
Expected enrollment: 120
COURSE DESCRIPTION: An introduction to the history of Greece in the fifth and early fourth centuries B.C.; emphasis on political institutions and on social and intellectual history.

PREREQUISITES: None, P/N not allowed.

TEACHING METHODS: Lecture and discussion.

EVALUATION: Midterm, final, paper.

TEXTS: Herodotus, Thucydides, Plutarch, Aeschylus' Oresteia, Sophokles' Oedipus the King, and Antigone; Plato's Apology, and Crito; Aristophanes' Acharnians, Clouds, and Lysistrata.

414 B40-0
HELLENISTIC AND ROMAN HUMANISM
Expected enrollment: 40
Time: MWF 11:00
Instructor: Daniel Garrison
Office: Kresge 13
Phone: 491-8041

COURSE DESCRIPTION: This is the third of a three-part series of classical literature in translation. These courses, designed for the nonspecialist, are separable and may be taken in any sequence.

An approach, through literature, to the final development of classical civilization, in particular to the maturing of the values we associate with humanism. Beginning with two late fifth-century Greek tragedies, we continue with two Aristophanic comedies about women, a Platonic dialogue on love, three "new" comedies of the Hellenistic age, then Virgil's Aeneid and Horace's Satires. Valuable for the immediate background of early Christianity, medieval Europe and the Renaissance, this course also features a generous sampling of the best in early literature.
PREREQUISITES: None. P/N not allowed.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Weekly short quizzes, optional paper.

TEXTS: Readings will be selected from among sources such as Sophocles, Oedipus at Colonus; Euripides, Bacchae; Aristophanes, Lysistrata and Congresswomen; Plato, Symposium; Menander, Dyscolus; Plautus, Menaechmi; Terence, Brothers; Virgil, Aeneid; Horace, Satires.

414 C21-2
EARLY ROMAN EMPIRE
Expected enrollment: 30
Class time: TT 1:00-2:30
Instructor: James Packer
Office: Kresge 12
Phone: 491-8046

COURSE DESCRIPTION: The history of the Roman World from 31 B.C. to A.D. 180 (the accession of Augustus to the death of Marcus Aurelius). This will be primarily a lecture course with extensive readings in the original sources in translation. Topics include: the imperial constitution, the emperors and the court, social and economic developments, religion, philosophy, and military innovations.

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.

414 C30-0
ANCIENT ECONOMY
Expected enrollment:  20
Time: TT 2:30-4:00
Instructor: Robert Wallace
Office:  Kresge 11
Phone:  491-8042

COURSE DESCRIPTION:  Introduction to the pre-industrial, Mediterranean economies of ancient Greece and Rome. Farming, transportation, settlement patterns, capitalism and trade, slavery, ending with a rustic Roman banquet.

PREREQUISITES:  No P/N.

TEACHING METHODS:  Discussion and lectures.

EVALUATION:  For undergraduates, a midterm, final and short paper; for graduate students, a substantial and original scholarly paper.

TEXTS:  In addition to a photocopied packet of readings, students must purchase the following:  M. Finley, The Ancient Economy; P. Garnsey, Famine and Food Supply; K. Greene, The Archaeology of the Roman Economy; R. Osborne, Classical Landscape with Figures.  Other books will be placed on reserve in the library.

414 C59-0
THE TOPOGRAPHY OF IMPERIAL ROME
Expected Enrollment: 20
Time TTH 2:30-4:00
Instructor: James Packer
Office: 12 Kresge
Phone 491-8046

COURSE DESCRIPTION: This course examines the topography of imperial Rome in the period of its maximum ancient development, the reign of the Emperor Constantine (early fourth century A.D.). Illustrated with slides and photocopies (plans and sections of buildings), the lectures will begin with an account of the sources and then examine the center of
the city: the Roman Forum, the Palatine Hill (the residence of the emperors), and the imperial fora. We will then focus on outlying public areas (the Forum Boarium, the Porticus of Octavia, the ubiquitous colonnades and gardens in all parts of the capital) and will subsequently survey other major public monuments: structures for entertainment: the theaters of Pompey and Marcellus, the Colosseum and the Circus Maximus; for utility: the baths of Caracalla and Diocletian; for worship: the Temples of Jupiter Optimus Maximus and the Pantheon; and for habitation: the mansions (domus of the rich) and the multi-storied tenements (insulae) of the poor.

PREREQUISITES: None. P/N allowed.

TEACHING METHOD: Lectures.

EVALUATION: Two midterms and a final (I.Ds., identification of the monuments on unlabeled photocopies of plans and sections).

TEXTS (in the RBR; not for purchase): Casa Editrice Bonechi (staff), All of Ancient Rome, Then and Now; L. Dal Maso, Rome of the Caesars.

415 A01-2
ELEMENTARY GREEK
Expected enrollment: 13
Time: MWF 1:00
Instructor: John Wright
Office: Kresge 17
Phone: 491-8039

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

PREREQUISITE: Greek A01-1; P/N permitted.

TEACHING METHOD: Class participation and weekly quizzes.

TEXT: Pharr and Wright, Homeric Greek.

415 B01-2
INTRODUCTION TO GREEK LITERATURE
Expected enrollment: 10
Time: MWF 12:00
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 second quarter will focus on the remainder of Oedipus Rex.

PREREQUISITE: Greek B01-1 or consent of instructor.

TEACHING METHOD: Classroom reading, translation, discussion.

METHOD OF EVALUATION: Classroom participation and daily short quizzes.

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

415 C01-0
READINGS IN GREEK LITERATURE
Expected enrollment: 6
Time: TT 10:30-12:00
Instructor: Robert Wallace
Office: Kresge 11
Phone: 491-8042

COURSE DESCRIPTION: Authors and topics arranged in a three-year cycle. The readings for Winter, 1995, will focus on Thucydides' History of the Peloponnesian Wars.

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

TEACHING METHOD: Reading and discussion.

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

REQUIRED TEXTS: Thucydides, History of the Peloponnesian Wars.
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.
416 Comparative Literature

CLS B01-1
Ahuvia Kahane,
WESTERN EUROPEAN LITERATURE - INVENTING THE VOID:
BEGINNINGS IN EARLY WESTERN LITERATURE

Time: MWF 11:00-12:00 (Note: F will be a discussion section which may meet at 10:00, 11:00 or 12:00)
Office: 14 Kresge.
Telephone: 491-7597
Expected enrollment: up to 120.

COURSE DESCRIPTION: This course will consider the Greek and Latin origins of Western European literary tradition. The course will, on the one hand, follow a broad historical progression, from archaic Greece, to classical Greece, to the Hellenistic period, to the Roman era. It will, however, also consider analytically the question of "what is a literary/cultural beginning" and explore the means by which ancient society followed its traditions, extended them and repeatedly re-formatted and re-defined its "beginnings".

READINGS:
Homer, Iliad, Odyssey
Aeschylus: The Oresteia (Agamemnon, Choephori ["The Libation Bearers"], Eumenides)
Sophocles: Oedipus Rex ["Oedipus the King"]
Euripides: Bacchae
Aristophanes: The Frogs.
Herodotus, History.
Thucydides, History.
Apollonius of Rhodes: Argonautica.
Vergil: Aeneid.
Livius: History, books 1-10.
Tacitus: Annales.
Lucan: Pharsalia.

PREREQUISITES: None. P/N not allowed. Attendance at first
class meeting mandatory.

TEACHING METHOD: Lectures and discussions.

EVALUATION: Class participation, midterm and final examination.

PLEASE NOTE THE FOLLOWING WHEN YOU REGISTER:  All students will register for the Monday, Wednesday and Friday lectures. In addition students will also register for one of the discussion sections.

CLS B02-0
Karen Pinkus
PRACTICES OF READING

Time:  TTh 1:00-2:30
Office Address: 126A Kresge
Office Phone: 1-8255
Enrollment: 25

COURSE DESCRIPTION: " The practice of literary interpretation" may evoke scenes of a solitary scholar performing academic exercises in a half-lit, musty room. But in this class we will examine interpretation as a potentially DANGEROUS activity with consequences reaching beyond the scope of the text itself. Pornography, censorship, heresy and persecution will be among the topics of debate. Is there a "right reading" for any given text? What kind of authority do readers have and how do they exercise it? Do texts give us certain undeniable clues about the ways they should be interpreted? Is everything in the mind of the beholder?

We will consider, for example, different readings of the myth of Oedipus, from Sophocles, to Freud, to Pier Paolo Pasolini's film of Oedipus Rex. How do these "readings" influence each other, and how can we possibly locate the "original" meaning of Oedipus? We will also discuss/read: selections from the Bible; Luther-Erasmus, Dialogue on Free Will; Thomas Mann's novel Confessions of Felix Krull, Confidence Man; Harold Pinter's play, The Birthday Party; Alfred Hitchcock's film Rear Window, and short theoretical texts by Barthes, Borges, Cortazar, and Foucault.
REQUIREMENTS: Three essays, approximately 7 pages each.

CLS B71-2
Phyllis Lyons
MEDIEVAL & EARLY MODERN JAPANESE LITERATURE
Time: TTh 10:30-12:00
Office Address: Kresge 362
Office Phone: 491-2766
Enrollment: 30

COURSE DESCRIPTION: This course covers the fifteenth to nineteenth centuries, beginning with an introduction to the three major forms of traditional theater--the aristocratic Noh, the popular Bunraku puppet theater, and Kabuki. The literary energy of the rising middle class is reflected in new kinds of prose and poetry. The remainder of the course deals mainly with the fiction of Saikaku, dealing with many aspects of romantic and economic life, the ghost stories of Ueda Akinari; and the Haiku of Basho and his successors.

No prerequisites. Readings are in English translation. P/N allowed.

TEACHING METHOD: Classes will be lectures and discussions.

EVALUATION: Two 5 page papers, take-home final exam/paper.

READING LIST:

Keene, Twenty Plays of the NO Theatre
Keene, Four Major Plays of Chikamatsu
Saikaku, Life of an Amorous Woman
Jippensha Ikku, Shank's Mare
Basho, The Narrow Road to the Deep North

Books available at SBX.

CLS B76-0
Richard Lepine
AFRICAN LITERATURE IN TRANSLATION: FICTION, POETRY, FILM, CRITICISM

Time: MWF 2:00-3:00
COURSE DESCRIPTION: The course examines current critical approaches to African fiction and poetry, with the main focus on works which take form by way of print or electronic media, but necessarily with some attention to oral verbal art forms as well. Selections from theoretical studies by African verbal arts/literature scholars serve as the organizational scheme of the course. Text versions of various oral and written works of verbal art will constitute the primary readings of the course; opportunities to view and write about African film are also planned. Besides formal lectures on theory, analysis, or background, class meetings are also intended as opportunities for questions and discussion. All texts for the course are in English; films are subtitled. It is meant to be introductory in nature, and there are no prerequisites; P/N is not allowed.

EVALUATION: There will be three brief (5-15 page) research papers, with additional short, in-class writing exercises. On the last class day, there will be an "open book" summary examination consisting primarily of brief essay questions. Participation in class is considered in the evaluation process. Though the main intent is to offer specifically an introduction to modern African literature and film, and current scholarship on those topics, more generally, as a CAS Area VI distribution requirements course, it may also be viewed as an opportunity for analysis and expository writing within a broad literary field, in a relatively small group.

READING LIST
A course packet will contain a selection of theoretical studies by various scholars, as well as English versions of various works of verbal art. We will also cover these five novels:
Mongo Beti (Cameroon), Mission to Kala, Heinemann, Green trans., 1964.
Buchi Emecheta (Nigeria), The Joys of Motherhood, Heinemann, 1980
COURSE DESCRIPTION: South Africa has had a unique and violent history: a history of European settlement, European internecine rivalry played out on foreign soil, racial stratification, and inter-ethnic hostility. In this course, we shall study selected texts by two important South African novelists writing in English. Both white, Coetzee and Gordimer address in their fiction a number of complex moral, political and philosophical questions raised by the reality of being a white citizen (albeit a dissenting one) in a country repressively governed via a policy of white racial supremacy, as well as that of staying human in a society whose history is that of systematic dehumanization. At the level of form, however, they do so in interestingly different ways; it will be our task, then, to identify these differences. Some of the issues we shall be addressing include: questions of "realist" as against "allegorical" representation, the narrative of ideas as against that of plot and action, modernist style and vision as against, or in intersection with, what some call postmodernist style and outlook.

TEXTS:
Gordimer  The Conservationist,
Burger's Daughter,
July's People
Coetzee   Life and Times of Michael K,
Waiting for the Barbarians
Age of Iron

TEACHING METHOD: discussion.
EVALUATION METHOD: attendance and class participation; short bi-weekly responses; two papers of 6-8 pages each.

TEXTBOOKS AVAILABLE AT: Great Expectations Bookstore

Attendance at first class mandatory.

CLS C62-2
Douglas Cole
MODERN DRAMA

Time: TTh 1-2:30
Office Address: University 208
Office Phone: 1-3091
Enrollment: 30

COURSE DESCRIPTION: A survey of major plays and playwrights from the 1920's into the 1950's: Pirandello, O'Neill, T. S. Eliot, Brecht, Williams, Miller. Reading will be at a brisk pace—generally one play per class meeting.

TEACHING METHOD: Combined lecture and discussion; occasional performance illustration.

EVALUATION METHOD: Two short papers, midterm and final exams.

TEXTS INCLUDE:
Pirandello, Six Characters in Search of an Author
Henry IV
Eliot, Murder in the Cathedral
Miller, The Crucible
Death of a Salesman
Brecht, Mother Courage
Sartre, The Flies
O'Neill, Mourning Becomes Electra
Long Days Journey into Night
Williams, The Glass Menagerie
A Streetcar Named Desire.

CLS C81-2
Sharon Achinstein
HISTORY OF LITERARY CRITICISM: PLATO TO THE RENAISSANCE
COURSE DESCRIPTION: This course aims to examine the tradition of thought that concerns the often hostile relations between art and society. We will explore three topics:

1. The Attack on Art.
The controversy about the public funding of an artist like Robert Mapplethorpe is only the latest in a long history of controversies concerning the effects of art on public morality. We will explore this problem from its earliest appearance in Classical Greece, when Plato banished artists from his utopian state, The Republic. Why did Plato think art was dangerous to the state? Why did Puritans in Renaissance England shut down the theaters? Why did art need a series of "defenses" both in classical times and in the Renaissance? What does art make us do that makes it dangerous? Is art a kind of persuasion or rhetoric?

2. Rules for Art.
Should there be rules for art? Do these rules limit its "deleterious" effects on morality? What counts as good art? Are some forms of art better than others? Why is the epic the prestigious literary form up until the modern period, and not other forms like ballads or street poetry? We will read a series of treatises concerning rules for good art, including Aristotle, Longinus, and Renaissance debates over genre and form.

3. The Accessibility of Art.
Who should be able to have access to the sacred works in a culture, artistic or otherwise? Where is art found? In public or in private? We will explore this question through an analysis of the debate over the translation into the vernacular of the Bible in the Renaissance, in the defenses of vernacular literatures, and in debates over popular culture.

READINGS INCLUDE:
Plato, Republic, Gorgias, selections from Symposium
Aristotle, The Poetics
Sir Philip Sidney, Defense of Poesie
Course packet including selections from: Gorgias, Thucydides, St. Jerome, Virgil, Horace, Spenser, Harvey, Erasmus, Gosson, Lodge, Puttenham, Shakespeare, Jonson, Daniel, and others.

EVALUATION: Grade will be based on class participation, a reading journal, and five very short assignments (3 pp. each).

CLS C90-0
William D. Paden
TOPICS IN COMPARATIVE LITERATURE: MEDIEVAL LYRIC POETRY

Time: M W 2:00-3:30
Office Address: 130 Kresge
Office Phone: 491-8266/5672
Enrollment:

COURSE DESCRIPTION: Introduction to medieval lyric poetry in the various languages of Europe, with consideration of the musical dimension in sung performance. We shall consider problems of gender, subjectivity, transmission, performance, culture and resistance. As a student you will be encouraged to use competence you may have in the languages involved, but no foreign languages will be required; similarly you will be encouraged but not required to sing medieval songs.

TEXTBOOKS
Switten, Margaret, director. The Medieval Lyric: A Project Supported by the National Endowment for the Humanities and Mount Holyoke College.
  Vol. 1: Monastic Song, Troubadour Song, German Song, Trouvere Song.
  Vol. 2: Commentary.
  Vol. 3: Guillaume de Machaut, Remede de Fortune.
Xeroxed materials.

EVALUATION: Grades will be based on participation, a term project, and a final examination.
CLS C97-2
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
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

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
VIOLENCE, REPRESENTATION

Time:  T 2:30-5:30
Office Address: 308 University Hall
Office Phone:  1-3599
Enrollment: 15

COURSE DESCRIPTION:  This seminar will explore twentieth-century thought on collective violence in conjunction with narrative and poetic texts, raising questions about the interrelations of violence, community, sexuality and gender, historical and fictional representation, genre, and, more radically, the representability of violence. Readings tentatively include Freud, Benjamin, Girard, Woolf, Adorno, Jameson, Scarry, Theweleit, Gilbert, Gubar, Silverman, with texts and films on the century's wars, the Holocaust, and racial, imperial and sexual violence, which will be chosen in consultation with the members of the seminar at a preliminary meeting (TBA) in November 1994 (if you miss this meeting, please contact the instructor as soon as possible after you decide to take the course).

READINGS: TBA

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: September 1, 1994
Mark Witte
Economics A01
Social Problems, Economic Suggestions
TIME AND DAY: Tuesdays and Thursdays from 9:00 to 10:30 AM
OFFICE ADDRESS: 231 Andersen Hall
OFFICE TELEPHONE: (708) 491-8481
HOME PHONE: (708) 869-4883
EXPECTED ENROLLMENT: 15

BRIEF DESCRIPTION: Social problems are much more apparent than their solutions. For over two hundred years, great thinkers in the field of economics have found common ground for disagreement on how best to ameliorate society's ills. From Ricardo vs Malthus to Friedman vs Galbraith, lively arguments have ranged and raged from premise to conclusion. We will examine how and why these economists differed and how economic arguments are used to influence opinion on these issues today.

TEACHING METHOD: Mostly discussion, student presentations, some lecture.

EVALUATION: The class will require writing five seven to ten page papers plus several shorter (one to two) page monographs on the readings.

READING LIST:
Milton Friedman, Capitalism and Freedom
Robert L. Heilbroner, The Worldly Philosophers
Steven E. Landsburg, The Armchair Economist: Economics and Everyday Life
Selected shorter readings and papers.

Robert M. Coen
Economics B01
Introduction to Macroeconomics
Office Address: Andersen 316
Phone: 491-8207
Expected enrollment: 150

BRIEF DESCRIPTION: An introduction to modern economic analysis focusing on macroeconomic problems -- business cycles, unemployment, inflation, economic growth, and the balance of payments. The main text presents basic tools of macroeconomic analysis and applies them to contemporary issues, particularly questions regarding the role of government in promoting high employment, growth, and low inflation. Supplementary readings provide more extensive coverage of policy issues and present alternative perspectives on the performance of the U.S. economy.

PREREQUISITES: None

TEACHING METHOD: Three one-hour lectures and one one-hour quiz section per week. Section meetings, conducted by graduate students in economics, present solutions to weekly quizzes and provide opportunities for discussion of reading and lecture topics.

EVALUATION: There will be two examinations during the quarter and a final examination, the former receiving 20% and 30% weight, respectively, and the latter 50% weight in determining course grades.

Economic Report of the President, February 1994
Other short selections

Phillip Swagel
Economics B01
INTRODUCTION TO MACROECONOMICS
Time: MTW 11 ThF Discussion Sections
Office Address: Andersen Hall - Rm. 209
Phone: 491-8219

COURSE DESCRIPTION: This is an introduction to macroeconomics. Topics include inflation, unemployment,
fiscal policy, monetary policy, productivity, investment, income distribution, trade and exchange rates.

PREREQUISITES: None

TEACHING METHOD: Lectures plus sections

GRADING: Problem sets, two one-hour exams, a final exam.


William Rogerson
Economics B02
INTRODUCTION TO ECONOMICS
Office Address: Andersen Hall - Rm. 220
Time: MTW 9, plus discussion section ThF
       MTW 10, plus discussion section ThF
Phone: 491-8484
Expected Enrollment: 150

DESCRIPTION: The objective of this course is to give the student an understanding of the basic principles of microeconomics and their application. Topics include: Prices, Supply and Demand, Utility, Elasticities, Costs and Productivity, Competition and Monopoly.

PREREQUISITES: B01 required.

EVALUATION: Grades will be determined on the basis of homework, two midterms and a final exam.

Mark Watson
ECONOMICS B81
INTRODUCTION TO APPLIED ECONOMETRICS AND FORECASTING
Time: MW 11-12:30/Discussion ThF 10 & 11
Office Address: Andersen Hall - Rm. 307
Phone: 491-8229
Expected Enrollment: 60

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 economic theories.

PREREQUISITES: Economics B80 or Statistics B10

READINGS: TBA

EVALUATION: TBA

Stephanie Lofgren
Economics C06-1
International Trade
Time: 12:30 - 2:00, MW
Office Address: Andersen Hall - Room 231
Phone: 491-8481
email: lofgren@merle.acns.northwestern.edu

COURSE DESCRIPTION: Unique among the concerns of economists, international trade has always carried a note of intrigue -- traders' dreams of bartering for the riches of the Orient spurred by the European voyages of discovery that began in the fifteenth century. This course promotes an understanding of the economic causes and consequences of international trade. The course's methodology rests on theoretical concepts and modes, such as profit maximization, equilibrium, and preference maximization. Except, in international trade, we will employ a more global terminology and endemic practical applications. Our quest is for the simplest models, or the smallest family of models, capable of answering the important questions about trade patterns and how public policy should deal with them.

PREREQUISITES: Intermediate Microeconomics is required for this course. A sound grasp of high school algebra and geometry is essential -- calculus is recommended but not required.

METHOD OF EVALUATION: Problem sets, two midterm exams, and a final exam.
(2) A course packet containing supplementary reading, the course problem sets, and solved, sample exams.

Chris Gust
Economics C08
MONEY AND BANKING
Winter 1995

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

PREREQUISITES: Econ B01, C11

Colin M. Campbell
Economics C09
ELEMENTS OF PUBLIC FINANCE
Time: TTh 9:00-10:30
Office Address: Andersen 202
Phone: 491-8233
Expected enrollment: 55

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%).


Kyle Bagwell
Economics C10-1
Microeconomics
Time: MTW 9, discussion section ThF
Office Address: Andersen Hall - Rm. 221
Phone: 491-2535

COURSE DESCRIPTION: The goal of this course is to examine the way in which market economies use prices to allocate scarce resources. The course emphasizes optimal consumer and producer behavior; it also contrasts the welfare properties of competitive and monopolistic equilibria.

METHOD OF EVALUATION: Grades will be based on performance on homework problem sets, as well as midterm and final examinations.

Professor L. Christiano
Economics C11-1
Macroeconomics
Time: MTW 1, Discussion Sections, ThF
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

Alan M. Taylor
Economics C15
CLASSICAL PROBLEMS IN ECONOMIC HISTORY
Time: TBA
Office Address: Andersen 311
Phone: 491-8234
Expected enrollment: 30

COURSE DESCRIPTION: Global integration and growth in the 19th and 20th centuries--historical perspectives and current controversies. Topics include: international capital movements; mass migration; commercial policy and the growth of trade; the evolution of the payments system; trends and fluctuations; instability and war; the record of comparative economic growth; development and underdevelopment.

TEACHING METHOD: Two lectures and one section per week.

Prerequisites: Economics C11.

EVALUATION: A midterm exam, a final exam, and a term paper on a topic chosen in consultation with the instructor.

READING: The following texts plus additional readings--

Alan M. Taylor
Economics C23
COURSE DESCRIPTION: The evolution of the American economy since independence. The Colonial economy; the National Period; westward expansion; national economic integration; early industrialization; economic causes and consequences of the Civil War; the economics of slavery; the postbellum period; mature industrial development; urbanization; international integration; the rise of big business; the interwar period; the Great Depression; the recovery and the New Deal; the postwar boom since 1945; the current position of the American economy in an international and historical perspective.

TEACHING METHOD: Two lectures and one section per week.

Prerequisites: Economics B01 and B02.

EVALUATION: Two midterm exams, a final exam, and an optional term paper on a topic chosen in consultation with the instructor.

READING: The following texts plus additional readings--
special emphasis on infrastructure development. The course is organized around a series of broad questions which will be explored with reference to particular societies. After an introductory discussion of the theoretical and practical basis of the idea of "development", we will turn to an analysis of agriculture and rural development (and underdevelopment). We will then consider the relationship between development, poverty and the health of people in poor countries. Finally, we will turn to industrialization and international economic relations.

Prerequisites: Economics C-10 and Statistics B-10.

Teaching Method: Lectures.

Evaluation: Grades will be based on a midterm, final and problem sets.


Prof. James Montgomery
Economics C30
ECONOMIC ANALYSIS AND THE SOCIAL SCIENCES
Time: TTh 1-2:30p
Office: Andersen - Rm. 305
Phone: 491-8223
Expected Enrollment: 30

COURSE DESCRIPTION: Although some economists argue that the other social sciences offer important insights into human behavior which should be incorporated into economic analysis, other economists believe that all aspects of human behavior can be explained using standard economic methods and assumptions. In this course, we will explore both sides of this debate, examining both (1) economic analyses of topics normally outside economics and (2) economic research incorporating insights from the other social sciences--particularly sociology and psychology.

PREREQUISITES: Economics C10. Knowledge of calculus will be helpful.

TEACHING METHOD: Two lectures per week.
EVALUATION: Grades will be based on a midterm exam, a final exam, and a term paper.

READINGS: Readings will be taken from various journals, working papers, and books. The books include:

Hilarie Lieb
Economics C39
LABOR ECONOMICS
Time: TTh 10:30-12:00
Office Address: Andersen Hall - Rm. 208
Office Phone: 491-8222
Expected Enrollment: 50

COURSE DESCRIPTION: The purpose of this course is to provide an introduction to labor economics, with particular emphasis placed on applications, current research, and empirical results. The course covers labor force participation, the allocation of time to market work, worker mobility, labor demand, investment in human capital (education and training), discrimination, earnings inequality, and unemployment. The relation of race, gender and ethnicity to these and other labor market topics will be addressed. Specific programs to be analyzed include: minimum wages, comparable worth and public assistance.

PREREQUISITES: C10

TEACHING METHOD: Primarily lecture with some discussion periods. Student presentations of assigned readings.

There will also be a required packet of additional readings that the supplement text.
Course Description: The objective of this course is to extend the analysis introduced in Economics C10 in order to develop models that are appropriate for industries with a small number of firms. These models are useful for two reasons: they offer a framework with which to interpret the strategic interaction that occurs between firms in real markets, and they provide insight into the welfare consequences of various forms of market conduct. Topics include: oligopoly, collusion, techniques for entry deterrence, predation, advertising, pricing to signal product quality, and Game Theory.

Prerequisites: Economics C10-1 and Mathematics B14-1 and B14-2.

Teaching Method: Three Lectures a week.

Evaluation: Two midterms and one cumulative final.

COURSE DESCRIPTION: This course uses microeconomic theory to examine the organization of markets and public policy toward business. The first section of the course is devoted to a discussion of antitrust policy. Among the topics which will be discussed are: collusion, monopolization and mergers and acquisitions. The second part of the course focuses on government regulation, discussing natural monopoly and rate
regulation.

PREREQUISITES: Economics C10-1 and Math B14-1 or consent of the instructor.

TEACHING METHOD: Lecture with regular problem sets.

EVALUATION: Two exams (35% each), a 6 to 8 page research paper (25%) and problem sets (5%).


Asher Wolinsky
Economics C80-1
Introduction to Mathematical Economics
Time: TTh, 9-10:30
Office: Andersen Hall - Room 309
Phone: 491-4415

COURSE DESCRIPTION: This course will survey some of the basic models and ideas of Game Theory, with special emphasis on the theory of the non-cooperative games. It will also present some of the major applications of game theory to economics.

PREREQUISITES: Econ C10-1, Math B14-1 and B14-2

TEACHING METHOD: Lecture with regular homework assignments.

Robert Porter
Economics C81-2
INTRODUCTION TO ECONOMETRICS
Time: MW 2:00-3:30
Office Address: Andersen Hall - Room 214
Phone: 491-3491
Expected Enrollment: 20

COURSE DESCRIPTION: This is the second quarter of the undergraduate econometrics sequence. The emphasis will be on the application of econometric estimation and testing methods to economic data. Topics include: hypothesis testing; simultaneous equation systems; and limited dependent variables.
Prerequisite: Economics C81-1.

TEACHING METHOD: Two lectures per week, plus a discussion section.

EVALUATION: Several problem sets, a midterm exam and a final exam. The problem sets will be computer-intensive.

A05-0
BASIC COMPOSITION
Several Sections TBA

Course Description: Basic Composition is designed for any student who wants a strong introductory course to 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

WINTER QUARTER
Section 20 Joanna Anos  MW 11-12:30
Section 21 Joanna Anos  MW 2-3:30
Section 22 Daniel Howell  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
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.

AFAM B10-2
SURVEY OF AFRICAN-AMERICAN LITERATURE
Madhu Dubey  TTh 10:30-12 Winter Quarter

Course Description: This course will examine the development of African-American literature from its beginnings in the slave narrative to the celebrated Harlem Renaissance of the 1920s. We will focus on two related questions concerning literary authority and freedom: In what ways and to what purposes did early African-American writers appropriate and signify upon American literary forms and conventions (including the sentimental novel and the plantation tradition)? To what extent did these writers' use of forms drawn from African-American oral culture, such as storytelling, the sermon, and the blues, succeed in liberating a distinctively black literary voice?

Teaching Method: discussion. Evaluation Method(s): 2 short papers (5 pages each); final exam; class participation.

Texts Include: Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave; Harriet Brent Jacobs, Incidents in the Life of a Slave Girl; James Weldon Johnson, Autobiography of an Ex-Colored Man; Alain Locke, The New Negro; Jean Toomer, Cane; Nella Larsen, Passing; and selected poems, short stories, and prose pieces by W.E.B. DuBois, Charles Chesnutt, Paul Lawrence Dunbar, Langston Hughes, Sterling Brown, and others.

B12
INTRODUCTION TO DRAMA
Susan Manning MWF 12 Winter Quarter

Course Description: This survey of Western literary drama pursues two interrelated inquiries. First, the course investigates how the conditions and conventions of production shape dramatic form. How did the festival theatre of ancient Greece inform the dramaturgy of Aeschylus and Sophocles? How did the Globe Theatre influence Shakespeare as he sat down to write? Second, the course investigates changing roles for women in Western drama. While in the Greek and Elizabethan
theatres women's roles were written by men and performed by men and boys, from the Restoration to the present women have played women and even at times turned their hand to playwriting. What are the repercussions of this shift? Lectures will be supplemented by videos of contemporary productions.

Attendance at first class mandatory.

Teaching Method(s): lecture with required discussion sections.

B60
INTRODUCTION TO 20TH-CENTURY BRITISH LITERATURE
Lawrence Evans  MWF 10 Winter Quarter

Course Description: A sampling of important and characteristic British works in poetry, drama, and the novel in the first 50 years of this century. Authors studied will include: Joseph Conrad, T. S. Eliot, Ford Madox Ford, E. M. Forster, D. H. Lawrence, George Bernard Shaw, Evelyn Waugh, and Virginia Woolf.

Lectures will provide not only interpretative commentary on the works read, but also at times background in social and intellectual history to help students discover larger implications in, and connections between, texts studied.

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

Teaching Method: two lectures per week and one required discussion section on Fridays. Evaluation Method(s): midterm exam; two papers, one of 1000, the other of 1500 words; performance in discussion section; final examination (counting 33%).

Textbooks available at: Great Expectations Bookstore.

B70-2
INTRODUCTION TO AMERICAN LITERATURE
Terry Mulcaire  MWF 9  Winter Quarter

Course Description: This course will cover American writers
from the second half of the nineteenth century. We will consider a series of issues which appear over and over in the literature, and which, as we will see, tend to become entangled in one another. These issues include the meaning of the Civil War, issues of race, the transformation of America by modern industrial capitalism, and the problem of culture (and thus the problem of literature) in a commercial and democratic society.

Attendance at first class mandatory.

Teaching Method(s): lecture, with separate discussion sections.


There will also be a course reader (Dickinson, selections from D.V.; Lincoln's second inaugural address; Howells, "Man of Letters as a Man of Business")

B73
INTRODUCTION TO 20TH-CENTURY AMERICAN LITERATURE
Alfred Appel  TTh  9-10:30 Winter Quarter

Course Description: An introduction to American literature that in the course of several intensive literary studies will also cast light on American culture and society. The major works include Hemingway's In Our Time, Faulkner's The Hamlet, Fitzgerald's Great Gatsby, West's Miss Lonelyhearts and Nabokov's Lolita. Minor figures such as Eudora Welty and Donald Barthelme will be considered—along with recordings—in an effort to understand the relationship between high culture and mass or popular culture, and the importance (for better or worse) of the latter.

Teaching Method: lecture with discussion sections.
Evaluation Method(s): one paper (1500 or so words), final exam.

Textbooks available at: SBX.
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.

WINTER QUARTER

POETRY
Albert Cirillo Section 20  MWF 9

Course Description: The focus of this course will be poetry and poetic genres as they develop from Chaucer through the early 18th century. Readings will be from Shakespeare, Sidney, Spenser, Wordsworth, Pope, Shelley, and Marvell.

Teaching Method: combined lecture and discussion. Evaluation Method(s): papers; class participation; final project.

Textbooks available at: SBX.

POETRY
Lawrence Lipking Section 21  MWF 11

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.

DRAMA
Joanna Lipking  Section 22 MWF 2

Traditions of the stage as they developed in Renaissance (with Shakespeare, preeminently), the Restoration and eighteenth century, and modern times.

Textbooks available at: SBX.

FICTION
Elizabeth Dipple  Section 23 TTh 10:30-12
Course Description: In accordance with the new guidelines for this course whose emphasis is on fiction, we will study three novels from different cultural and historical periods. Novels to be read: Charlotte Bronte's Villette; Toni Morrison's Beloved; Iris Murdoch's The Message to the Planet. We will also read critical essays of various sorts in order to examine the various ways in which fictional literature can be viewed.

Teaching Method: discussion. Evaluation Method(s): weekly essays; final paper (10 pgs).

Textbooks available at: Great Expectations Bookstore.

CLS C03  [AREA 1]  
LITERATURE IN HISTORY: J. M. COETZEE AND NADINE GORDIMER - TWO SOUTH AFRICANS
Olakunle George  TTh 10:30-12 Winter Quarter

Course Description: South Africa has had a unique and violent history: European settlement, European internecine
rivalry played out on foreign soil, racial stratification, inter-ethnic hostility. In this course, we shall study selected texts by two South African novelists writing in English. Both white, Coetzee and Gordimer address in their fiction a number of complex moral, political and philosophical questions raised by the reality of being a white citizen (albeit a dissenting one) in a country repressively governed via a policy of white racial supremacy. At the level of form, however, they do so in interestingly different ways; it will be our task, to identify these differences. Some of the issues we shall address include: "realist" as against "allegorical" representation, the narrative of ideas as against that of plot and action, modernist style and vision as against, or in intersection with, postmodernist style and outlook.

Attendance at first class mandatory.

Teaching Method: discussion. Evaluation Method(s): attendance; class participation; short bi-weekly responses; two papers (6-8 pgs).


Textbooks available at: Great Expectations Bookstore.

C05
ADVANCED COMPOSTION
JEAN R. SMITH MWF 10:00

Course Description: This course is designed for students with a strong background in writing. We will concentrate on how to control words and ideas, and how to manipulate them in order to achieve a given effect. We will investigate various forms of manipulation, ranging from standard expository essays to polemical statements and propaganda. Students will write four major papers, three of which will be revised after conferences with the instructor. The class will be conducted as a workshop in which students act as readers and editors for their colleagues.

Permission of instructor required; preference given to
juniors and seniors.
No P/N registration.
Contact instructor through CAS Writing Program, 491-7414.

C21-1  [AREA 2]
OLD ENGLISH
Catharine Regan  MWF 9  Winter Quarter

Course Description: In this first course of the two-quarter sequence of Old English language and literature, students will begin with several weeks of concentrated study of Old English grammar to expedite the reading of Old English prose selections such as Bede's Ecclesiastical History of the English People, the Anglo-Saxon Chronicle, and Aelfric's homilies. By the end of the first quarter, students will be reading major Old English poems such as the Wanderer, Seafarer, and Dream of the Rood and will be ready to read Beowulf in the second quarter course.

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

Textbooks available at: SBX.

C23-2  [AREA 2]
CHAUCER: TROILUS AND CRISEYDE AND OTHER POEMS
Craig Berry  MWF 1  Winter Quarter

Course Description: Chaucer is known almost exclusively today as the author of The Canterbury Tales, but these came at the end of an already impressive career. This course will explore the earlier development of Chaucer's art as it relates to the received tradition of medieval poetry and the courtly world in which he lived and worked. We will begin with samplings of short lyrics and move on to the intermediate-length Book of the Duchess, House of Fame, and Parliament of Fowls. We will conclude with the more substantial Troilus and Criseyde, the masterpiece of Chaucer's middle age. Students are expected to become proficient in Middle English, as all texts will be read in the original.

Teaching Method: discussion. Evaluation Method(s): papers;
C24  [AREA 2]
STUDIES IN MEDIEVAL LITERATURE: POEMS IN MANUSCRIPTS
Catharine Regan
MWF 11 Winter Quarter

Course Description: After reading L.M.J. Delaisse's essay ("Towards a History of the Mediaeval Book") on the importance of archaeological study of the manuscript book, we will consider a range of Medieval texts in both manuscript (by means of facsimiles) and modern critical editions. Readings include a group of Old English riddles on the scribe and the writing process (Exeter MS), "Dream of the Rood" (Vercelli Book), selections from Fragment VII of the Canterbury Tales (Hengwrt and Ellesmere MSS), Middle English romance and lyric poetry (Auchinleck and Vernon MSS), and Harley MS 2253. Topics for special investigation: the role of the scribe and ordering of texts in 10th and 11th c. MSS; development of the book trade; patrons, compilers and audience of 14th and 15th c. MSS. Students will use Special Collections for study of facsimiles.

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

Teaching Method: discussion. Evaluation Method(s): class participation, exams, papers.

C32  [AREA 3]
STUDIES IN RENAISSANCE DRAMA
Wendy Wall  TTh 10:30-12 Winter Quarter

Course Description: Have you ever wondered who wrote plays in the Renaissance besides Shakespeare? In this course we will read an array of non-Shakespearean Elizabethan and Jacobean plays (by Lyly, Kyd, Marlowe, Jonson, Middleton, Greene, Dekker, and Webster) alongside well-known works by Shakespeare. Students will be expected to read 2-3 plays per week and to fulfill weekly writing assignments. The point of
the course is not to evaluate whether other playwrights were as good as Shakespeare, but to gain a comprehensive knowledge of the forms, stylistic choices, plots, thematic devices and narrative patterns that various playwrights deployed in addressing important Renaissance cultural issues. Students will learn about major genres and styles (pastoral, tragicomedy, history, domestic tragedy, city comedy, romantic comedy, Euphuism, and New Comedy) as well as inquiring about the various intellectual frameworks and ideologies pressuring these forms (Renaissance debates about marriage, love, sexuality, gender, magic, urban life, foreign trade, urbanization, absolutism, humanism and individualism).

Attendance at first class mandatory.

Teaching Method: discussion. Evaluation Method(s): active class participation; several short papers; midterm; and a report.

Textbooks available at: Great Expectations Bookstore.

C38 [AREA 3]
STUDIES IN RENAISSANCE LITERATURE
Albert Cirillo  MWF 10 Winter Quarter

Course Description: Unanswered questions - The later Renaissance - i.e. the 17th-century - has traditionally been seen as an era when "new philosophy" called all into doubt. We shall study some 17th-century works/authors to see what questions are being asked, what traditions are being challenged, doubted, or reexamined, and what answers, or solutions, if any, are given. Works will be by Donne, Shakespeare, Marvell, et al. Books by Alexander Kore and C. S. Lewis.

Teaching Method: combined lecture and discussion. Evaluation Method(s): papers.

Textbooks available at: SBX.

C41 [AREA 4]
RESTORATION & 18TH-CENTURY POETRY
Sharon Achinstein TTh 10:30-12 Winter Quarter
Course Description: The aim of this course is to explore some of the relationships between poetry and the larger social, political, intellectual and cultural life from which it sprang during the Restoration, 1660-1714, a time of acute cultural crisis. Poetry was not passively reflecting that crisis, but was actively engaged with social problems, including politics, urbanism, sexual libertinism, feminine authorship, and dissent. We will also consider how Restoration literary criticism and poetic theory contributed to the solution of these issues. Major genres include: epic and mock-epic, commemorative poetry, satire, panegyric, and elegy. Authors include: Samuel Butler, Andrew Marvell, John Dryden, Aphra Behn, the Earl of Rochester, Anne Killigrew, Thomas Shadwell, Lady Mary Chudleigh, William Defoe, Jonathan Swift.

Evaluation Method(s): Grades will be based on class participation; two short (5 pp) papers; midterm; final exam.

Textbooks available at: SBX; Quartet Copies.

C48 [AREA 4]
STUDIES IN RESTORATION & 18TH-CENTURY LITERATURE: JANE AUSTEN
Joanna Lipking MWF 11 Winter Quarter

Course Description: An attentive reading of Austen's novels, with some consideration of contemporary ideas about fashion, property, propriety and morality. Prerequisite: a taste for close observation of people and books; a sense of irony.

Teaching Method: combined lecture and discussion.

Textbooks available at: SBX

AFAM C49
BLACK FAMILIES IN LITERATURE
Leon Forrest TTh 10:30-12 Winter Quarter

Course Description: Starting with James Baldwin's novel, Go Tell It On The Mountain (1953), much of the most significant
literature written by Black American authors has had at its center a deep concern for the problems of family life, particular and even peculiar to African-Americans living under the duress of racism. Themes stemming from family life in literature which will be discussed in the course include: the idea of the extended family; the search for a past, essentially ruptured by slavery and racism; the relationship of the familial unit to the issue of nationhood; the often searing relationship between men and women; the impact upon the family of migration and urban living.

Teaching Method: Lectures and discussions. Evaluation Method(s): Two papers; final; class participation counts for 10% of the grade.

Texts Include: James Baldwin, Go Tell It On The Mountain; Toni Morrison, Leon Forrest, Two Wings To Veil My Face; August Wilson, Fences; Alice Walker, Color Purple.

C53 [AREA 5]
STUDIES IN ROMANTIC LITERATURE: WILLIAM WORDSWORTH AND CHARLOTTE SMITH: POETS OF REVOLUTION AND EMOTION
Jacqueline Labbe TTh 9-10:30 Winter Quarter

Course Description: In the early 1790's a young William Wordsworth visited France, carrying with him a letter of introduction to the prominent political writer Helen Maria Williams from Charlotte Smith. By 1807, Wordsworth is becoming famous, Smith is dead, and her posthumous poem "Beachy Head" contains passages that directly challenge one of the most essential of Romantic poems, Wordsworth's "Tintern Abbey." In this class, we will explore the poetic relationship between these two poets, each hugely influential, who apparently never met. Reading widely in both their works, we will discuss questions of poetic influence, competition, cultural significance, and gender. Along the way we will investigate the concept of the literary canon, and focus on Smith's contributions to a genre—the sonnet—she was widely regarded as repopularizing during her own lifetime.

Teaching Method: discussion; frequent in-class analysis.
Evaluation Method(s): papers; class participation.

Texts Include: William Wordsworth, selected poems; Charlotte Smith, selected poems.

Textbooks available at: SBX; Copycat Copies.

C59 [AREA 5]
STUDIES IN VICTORIAN LITERATURE: THE NOVELS OF THE BRONTE SISTERS
Elizabeth Dipple  TTh 9-10:30 Winter Quarter

Course Description: A study of the major novels of the three Bronte sisters, Charlotte, Emily and Anne. We will also read some feminist and cultural historicist essays to the degree that they are relevant, as well as Elizabeth Gaskell's Life of Charlotte. Novels to be read: Jane Eyre, Villette, Shirley, Wuthering Heights, The Tenant of Wildfell Hall. Plus Gaskell, which is quite novelistic in its own way.

No P/N registration. Attendance at first class mandatory. No freshmen allowed in this course.

Teaching Method: discussion. Evaluation Method(s): weekly essays, final paper (10 pgs.)

Textbooks available at: Great Expectations Bookstore.

CLS C62-2
MODERN DRAMA
Doug Cole  TTh 1-2:30 Winter Quarter

Course Description: A survey of major plays and playwrights from the 1920s into the 1950s: Pirandello, O'Neill, T. S. Eliot, Brecht, Williams, Miller. Reading will be at a brisk pace—generally one play per class meeting.

Teaching Method: combined lecture and discussion; occasional performance illustration. Evaluation Method(s): two papers; midterm exam; final exam.

Texts Include: Pirandello, Six Characters in Search of an Author, Henry IV; Eliot, Murder in the Cathedral; Miller, The
Crucible, Death of a Salesman; Brecht, Mother Courage, Galileo; Sartre, No Exit, The Flies; O'Neill, Mourning Becomes Electra, Long Day's Journey into Night; Williams, The Glass Menagerie, A Streetcar Named Desire.

C63-1    [AREA 6]
20TH-CENTURY FICTION: BRITISH FICTION
Lawrence Evans  MWF 2  Winter Quarter

Course Description: Major British novelists from 1900 to World War II (with the pointed exception of Joyce). Strong emphasis on the nature and emergence of literary "modernism" and on the impact of World War I on British culture and literature. Authors to be studied will be drawn from the following: Conrad, Ford, Forster, Greene, Huxley, James, Lawrence, Waugh, Wells, and Woolf.

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

Teaching Method: combined lecture and discussion.
Evaluation Method(s): preparedness and participation essential; 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.

C65    [AREA 6]
STUDIES IN POSTCOLONIAL LITERATURE: WEST INDIAN POETS
Paul Breslin  TTh 1-2:30 Winter Quarter

Course Description: We will read work from three poets of the English-speaking islands of the Caribbean: Derek Walcott of St. Lucia (the 1992 Nobel Prize recipient), Edward Kamau Brathwaite of Barbados (who has had to play Avis to Walcott's Hertz), and Lorna Goodison of Jamaica, a widely-praised member of the generation after Walcott and Brathwaite, in which by the way women have begun to be more prominent. By means of a course packet and reserve-room readings, we will try to situate the poems in multiple contexts: West Indian history and culture; Anglo-American modernism and postmodernism; theoretical writings about colonial, post-colonial, and "third world" literatures. Materials gathered
in travel and research (taped interviews, photographs, recordings of poets reading, hard-to-find articles in Caribbean journals, etc.) will be made available to students.

Teaching Method: combined lecture and discussion. Evaluation Method(s): two papers (8-10 pages each), final exam, class participation.

Textbooks available at: Great Expectations and Kinko Copies.

C66 [AREA 6]
STUDIES IN AFRICAN-AMERICAN LITERATURE:
WOMEN'S FICTION
Madhu Dubey TTh 1-2:30 Winter Quarter

Course Description: This course will examine the idea of a black women's fictional tradition via three important strands of black feminist criticism, which claim that: 1) black women's novels share an intention to correct and replace negative stereotypes of black women with authentic, realistic representations, 2) the conjuring metaphor best describes the unique qualities of black women's fiction, which is authorized by its reliance on oral folk forms, and 3) matrilineage offers an apt metaphorical model for the black women's fictional tradition, which is unified by its affirmative recovery of the mother's story and of ancestral heritage. Each of these critical claims will be tested against a set of black women's novels. The course will conclude with two opposing views of the black women's fictional tradition: Barbara Smith's early delineation of the essential similarities between black women writers that allow us to posit a tradition, and Hortense Spillers' later emphasis on the disjunctions that complicate and question the very notion of tradition.

Teaching Method: discussion. Evaluation Method(s): 2 papers (8-10 pages each); class participation; oral presentation.

Texts Include: Nella Larsen, Quicksand; Zora Neale Hurston, Their Eyes Were Watching God; Toni Morrison, The Bluest Eye; Alice Walker, Meridian; Gayl Jones, Corregidora; Sherley Anne Williams, Dessa Rose.
STUDIES IN 20TH-CENTURY LITERATURE: WILLA CATHER  Joseph Epstein
TTh 10:30-12 Winter Quarter

Course Description: This is a course devoted to the novels and stories of one of the great 20th-century novelists. This course will consider Willa Cather's literary development, her place in American Literature, and the themes and ideas implicit in her fiction. Along with selected shorter works, this course will include such novels as My Antonia, The Lost Lady, The Professor's House, The Song of the Larks, and Death Comes For The Archbishop.

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

Teaching Method: discussion. Evaluation Method(s): paper; final exam.

Textbooks available at: SBX.

AFRICAN LITERATURE
Kofi Anyidoho  TTh 10:30-12 Winter Quarter

Course Description: This course is a study in what might be termed "tradition and continuity in African Literature," deriving its main rationale from the fact that written literature in Africa continues to derive a great deal of its vitality from older traditions of verbal art which are mainly oral in their composition and performance. The first two weeks of the course will be devoted to an examination of sample texts from the oral tradition. The rest of the readings will focus on representative texts by major African writers whose work has made effective use of aspects of the oral literature of their people. Discussions shall draw attention to thematic issues and to the social and political contexts in which the various texts may be situated. However, our principal concern will be with the aesthetic implications of the transposition of oral techniques and structural features into the medium of the written/printed word. We shall for instance seek to identify some of the stylistic features common to works presumably written for print but framed for (possible) performance. Video/Audio
recordings will be used for illustration where possible.

Texts Include:  Selections of samples of shorter oral texts from D.T. Niane, Sundiata: An Epic of Old Mali; Ngugi wa Thiong'o, Matigari; Ayi Kwei Armah, Two Thousand Seasons; Mariama Ba, So Long a Letter; Efua Sutherland, The Marriage of Anansewa; M. Ben Abdallah, The Trial of Mallam Ilya & Other Plays; Niyi Osundare, The Eye of the Earth; Mazisi Kunene, Zulu Poems; Okot p'Bitek, Song of a Prisoner; Kobena E. Acquah, Music for a Dream Dance, and selections from other "performance poets"

Evaluation Method(s): Class attendance; participation; 3 Quizzes based on assigned reading; mid-term; term paper.

C78    [AREA 7]
STUDIES IN 19TH-CENTURY AMERICAN LITERATURE: THE CULTURAL IMAGINATION
OF TURN -OF -THE -CENTURY AMERICA Carl Smith  TTh 1-2:30 Winter Quarter

Course Description:  This interdisciplinary course will explore the relationships between a number of different imaginative forms and social reality in the United States in the late nineteenth and early twentieth centuries. In addition to a variety of literary texts, materials to be examined will include painting, photography, and other forms. We shall make considerable use, both in classroom and in computer labs on campus, of various electronic methods and materials.

Some prior familiarity with the Macintosh will be useful but not necessary. All students are expected to have active e-mail accounts by the first class, and to know how to use them. There will likely be a reading assignment for the first class.

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

Teaching Method: combined lecture and discussion.
Evaluation Method(s): will be based on a series (3-5) short assignments; class participation; discussion. Some of these assignments may be prepared on disk in the computer labs,
although students will always have the option of writing conventional papers.

Texts include: a selection of texts from the period, including, as noted, works by painters, photographers, and other visual artists. Some of these texts will be available, as also noted, on electronic "reserve" in the computer labs.

Textbooks available at: Great Expectations Bookstore.

CLS C82-1 [AREA 1]
HISTORY OF LITERARY CRITICISM:
PLATO TO THE RENAISSANCE
Sharon Achinstein TTh 2:30-4 Winter Quarter

Course Description: This course aims to examine the tradition of thought that concerns the often hostile relations between art and society. We will explore three topics: 1. The Attack on Art. The controversy about the public funding of an artist like Robert Mapplethorpe is only the latest in a long history of controversies concerning the effects of art on public morality. We will explore this problem from its earliest appearance in Classical Greece, when Plato banished artists from his utopian state, The Republic. Why did Plato think art was dangerous to the state? Why did Puritans in Renaissance England shut down the theaters? Why did art need a series of "defenses" both in classical times and in the Renaissance? What does art make us do that makes it dangerous? Is art a kind of persuasion or rhetoric? 2. Rules for Art. Should there be rules for art? Do these rules limit its "deleterious" effects on morality? What counts as good art? Are some forms of art better than others? Why is the epic the prestigious literary form up until the modern period, and not other forms like ballads or street poetry? We will read a series of treatises concerning rules for good art, including Aristotle, Longinus, and Renaissance debates over genre and form. 3. The Accessibility of Art. Who should be able to have access to the sacred works in a culture, artistic or otherwise? Where is art found? In public or in private? We will explore this question through an analysis of the debate over the translation into the vernacular of the Bible in the Renaissance, in the defenses of vernacular literatures, and in debates over popular culture.
Teaching Method: discussion. Evaluation Method(s): grades will be based on class participation, a reading journal, and five very short assignments (3 pp. each).


Textbooks available at: SBX; Quartet Copies.

C90-7
JUNIOR TUTORIAL: FACING ABSURDITY: IMAGINARY REALMS IN EASTERN EUROPEAN AND AMERICAN FICTION OF THE TWENTIETH CENTURY
Elzbieta Foeller-Pituch   Th 3-5    Winter Quarter

Course Description: This course will explore the responses of selected writers in Eastern Europe and the United States to conditions of absurdity and alienation brought on by the loss of stable values, the rise of totalitarianism, and the experience of war in the twentieth century. We will examine the ways in which these writers use imaginative distortions of reality or create imaginary worlds in order to comment obliquely on social and political conditions, address philosophical questions, and playfully engage the reader in a dialogue on the narrative process. Beginning with fiction from the first decades of the twentieth century (Bulgakov, Schulz), we will move on to the "postmodernist" writers of the 1960s and 1970s, with Nabokov as the bridge between Eastern Europeans and Americans.

Texts Include: Bruno Schulz, Street of Crocodiles; Michail Bulgakov, The Master and Margarita; Milorad Pavic, Dictionary of the Khazars; Stanislaw Lem, A Perfect Vacuum; Vladimir Nabokov, Pale Fire; Thomas Pynchon, The Crying of Lot 49; Tim O'Brien, Going After Cacciato; Donald Barthelme, selected stories.
THEORY & PRACTICE OF POETRY
Mary Kinzie  WF 11-12:30 Fall-Winter
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
Johnny Payne  WF 11-12:30 Fall-Winter
Mary Kinzie  WF 11-12:30 Spring-Winter

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.

C98
SENIOR SEMINAR
Restricted to English Majors. Permission of department required. No P/N registration. Attendance at first class mandatory.
Course Description: Many critics have argued that concrete though reality may be, the process through which we apprehend it is informed - some will say conditioned - by language and discursive constructs. The implication here is that it is preconstituted (and constantly re-constituted) by assumptions and conceptual horizons which shape and give the authority of "truth" and "concreteness" to what we take to be reality. In this seminar, we shall test this idea by examining works that play with the reality we know as Africa. Our texts will in the main not be by Europeans (although we will begin with Conrad's Heart of Darkness and the debate about it between Chinua Achebe and Wilson Harris), nor will our concern be with "true" or "authentic" representations as against "false" ones. Closely following the various rhetorical devices used to figure Africa in our chosen texts, we shall seek to decipher the roles Africa is made to play and the divergencies or incompatibilities between the different "Africas" thus imagined. Finally, we shall ponder the existential and/or political impulses textually crystallized or figurally sublimated in the texts we study. Throughout, students will be pressed to think carefully and intensively about representation (how the material world enters or is given shape in literature), its possible limitations, and its capabilities.

Texts Include: Walcott, Dream on Monkey Mountain; Armah, Two Thousand Seasons; Ouologuem, Bound to Violence; Millin, God's Step-children; Naipaul, A Bend in the River; Schreiner, The Story of an African Farm; Salih, Season of Migration to the North; Soyinka, Death and the King's Horseman; Walker, Possessing the Secret of Joy; two movies to be determined later.
John C. Hudson  
Environmental Sciences B35-0  
ATMOSPHERE AND CLIMATE  
Time: 10:30 - 12:00 TuTh  
Office address: 1810 Hinman Avenue  
Office phone: 491-2855  
Expected enrollment: 25

COURSE DESCRIPTION: This is an introductory survey of atmospheric processes and climatology designed for Environmental Sciences majors and other students with math and science preparation. Topics in the first half of the course include composition of the atmosphere, adiabatic processes, stability and instability calculation, horizontal motion, frontogenesis, and weather forecasting. Later in the course we will cover middle-latitude weather systems, tropical weather and climate, air pollution, and measurement of climatic change.

Prerequisite: Math B14-3.

Evaluation: two midterms and a final plus occasional in-class quizzes.

Winter 1994-95 Course Descriptions

0423 Geological Sciences

WINTER QUARTER COURSES, 1994-1995

Finley C. Bishop
Dept. #0423, Course #A02-6
Title: GEOLOGIC HAZARDS
Time: T, Th 1-2:30 p.m.
Office Address: Locy Hall, Room 205A
Office Phone: 491-7383
Expected Enrollment: 15

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:

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

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

TEXT: Decker and Decker, 'VOLCANOES' and selected readings, Bolt, "EARTHQUAKES".

David J. Hollander
Dept. #0423, Course #A06
Title: THE OCEAN, THE ATMOSPHERE AND OUR CLIMATE
(Discussion Section Required)
Time: T, Th 10:30-12:00
Office Address: Locy Hall, Room 309C
Office Phone: 491-5349
Expected Enrollment: 120

COURSE DESCRIPTION: How the ocean and atmosphere work; what determines the nature of the Earth's climate. How physical, chemical, biological aspects and processes in the modern oceans and atmospheres led to variability in climate throughout the Earth's history. And how man's influence on the oceans and atmospheres may be causing changes in the future climate of the Earth.

PREREQUISITES: None

TEACHING METHODS: Lectures and discussions.

METHOD OF EVALUATION: Homework, one mid-term, final exam and discussion projects.

TEXT: TBA

Finley C. Bishop
Dept. #0423, Course #A10
Title: THE EARTH AS A PLANET
(Discussion Section Required)
Time: M, W, F, 10 a.m.
Office Address: Locy Hall, Room 205A
Office Phone: 491-7383
Expected Enrollment:

COURSE DESCRIPTION: Examination of Earth from a planetary perspective: how the Earth formed and its relationship to other objects in the solar system; what the other planets tell us about the Earth; and how the planet continues to evolve through continental drift, earthquakes, volcanoes, and mountain building. Emphasis on large-scale processes and features including the implication of meteorite impacts, nature of the deep interior, formation of the oceans and atmosphere, and origin and evolution of life.

PREREQUISITES: None

TEACHING METHOD: three 1-hour lectures, discussions.

METHOD OF EVALUATION: 2 mid-terms (30% each), and final exam (40%).

STAFF
Dept. #0423, Course #B04-0
Title:  ENVIRONMENTAL GEOLOGY
Time:  1pm, M,W,F
Office Address:  Locy Hall
Office Phone:
Expected Enrollment:  25

COURSE DESCRIPTION:  Basic concepts stressing the physical and chemical effects of geology and human activity upon the natural environment.  Topics include:  water quality, soils, geologic hazards such as mass wasting, volcanoes, earthquakes, flooding and coastal processes, mineral and energy resources, and waste disposal.

PREREQUISITES:  Geological Sciences A01 or B01, Math B14-2 and Chemistry A02.

TEACHING METHOD:  3 lectures per week, one lab session and one day field trip.

METHOD OF EVALUATION:   Lab exercises, mid-term and final exams, homework and project.

TEXT:  TBA

G. Edward Birchfield
Dept. #0423, Course #C08-0
Title:  Geophysical Fluid Dynamics
Time:
Office Address:  Locy Hall, #200
Office Phone;  491-7460
Expected Enrollment:  10

COURSE DESCRIPTION:  How the earth systems work, from the perspective of fluid dynamics.  The principled of fluid dynamics applied to the atmosphere, ocean and "solid" earth.

TEACHING METHODS: Two 1 1/2 hour lectures per week.

METHOD OF EVALUATION: Final exam and problem sets.

TEXT: None required.

REFERENCES: Ghil, Childress: TOPICS IN GEOPHYSICAL FLUID DYNAMICS
Pedlosky: GEOPHYSICAL FLUID DYNAMICS
Turcotte and Schubert: GEODYNAMICS
Turner: BUOYANCE EFFECTS IN FLUIDS
Freeze and Cherry: GROUNDWATER
Elder: THE BOWELS OF THE EARTH

Bradley B. Sageman
Dept. #0423, Course #C17-0
Title: PALEOBIOLOGY
Time: 10:30-12 Noon, T,Th
Office Address: Locy Hall, #315
Office Phone: 476-2257
Expected Enrollment: 10

COURSE DESCRIPTION: Review of major fossil groups and major events in the history of life: origin of early evolution of life, speciation and mass extinction, evolution of communities and ecosystems through geologic time. Application of paleobiologic methods to geologic problem solving and paleoenvironmental reconstruction (e.g., biostratigraphy, functional morphology, community paleoecology).

PREREQUISITES: Geology A01 (or equivalent); Biology A03 (or equivalent).

TEACHING METHOD: Two lectures per week supplemented with laboratory sessions, (to be arranged)

METHOD OF EVALUATION: Mid-term and final exam; class and laboratory participation; term paper.

reserve readings.

Seth A. Stein
0423, Course #C24-0
Title: SEISMOLOGY AND EARTH STRUCTURE
Time: TBA
Office Address: Locy Hall, #300
Office Phone: 491-5265
Expected Enrollment: 15

COURSE DESCRIPTION: Elastic theory, seismic waves, seismometers, ray paths, travel times; internal structure of the earth; earthquakes: location, characteristics, origin and relation to plate motions.

PREREQUISITES: Physics A35-2, Math B21. No previous geology background required; students with other science backgrounds welcome.

TEACHING METHODS: Two 2-hour lectures, weekly problem sets.

METHOD OF EVALUATION: Problem sets.

TEXT: Class notes.
Coordinator: Kristine Thorsen  
A01-2 ELEMENTARY GERMAN  
TIME: MTWF*  
Office Address: Kresge 119  
Phone: 491-7489  
Expected enrollment: 120  

COURSE DESCRIPTION: This is the second 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.

Key features of this quarter:

1) Weekly Journal  
2) Mystery Guest Interview  

PREREQUISITES: A01-1 or equivalent. P/N 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; a short personal interview; four journal entries; and written homework, quizzes, attendance, and class participation.

TEXTS:
COURSE DESCRIPTION: This is the second quarter of a three
quarter sequence of Intermediate German. We will work with
readings from a variety of backgrounds to stimulate an
interest in German culture and literature. The readings are
complemented by slide-shows and cultural video presentations.
We will review and practice basic grammar (with the help of
an interactive software program) to refine students
understanding of the German language. Communicative
activities such as role playing situations and small group
discussions will be stressed. This quarter, we will
concentrate on developing our writing skills. We will work
with computers (a word-processing program and a spell-
checker) to develop idiomatic expressions and fluency in
writing.

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.
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 Multi-Media Center to work with the multi-media software.

PREREQUISITES: A02-1 or equivalent - P/N not permitted.

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

TEXTBOOKS:

Drehort: Neubrandenburg, William Anthony & Franziska Lys
Weiter! Lesen, Reden und Schreiben, Isabelle Salaun
Concise German Review Grammar, Moeller, Liedloff, Lepke

Sections:
09:00 20 Anthony
10:00 21 Lys
11:00 22 Grimm
12:00 23 Meuser
01:00 24 Weber
02:00 25 Meuser

Kerstin Behnke
German A04-6
THE AUTHOR AS CREATOR
Time: MWF 9:00
Office Address: Kresge 111
Phone: 491-8291
Expected enrollment: 15

COURSE DESCRIPTION: The Seminar teaches fundamental concepts, modes of thought, methods of arguments and analysis, and specific problems and issues in the study of German literature. Four basic intellectual skills are emphasized: how to think logically, read critically, write clearly, and communicate effectively. Close and ample attention will therefore be given to enhance writing and discussion skills. Our research topic is "The Author as Creator: Inspired Genius or Technician of Words?" In texts from Kant, the Romantics, Goethe, Kleist, E.T.A. Hoffmann, Nietzsche, Freud, and
others, we will explore concepts of creativity in literary
texts and relate our historical and systematic analyses to
the radical shift of the traditional notions of self since
Romanticism.

While working on those texts, we will discuss and practice in
particular how to present arguments logically and coherently
and work on improving methods of close readings and analysis.
Additional topics include techniques of expository writing,
various research methods, the proper and effective use and
documentation of scholarly evidence.

To further independent, critical thinking and clarity,
conciseness, persuasiveness in written and oral expression, we
will develop techniques for the discussion and presentation
of ideas, and investigate in various ways how the texts
construct meaning. Attention will also be given to the
interrelation of various fields of knowledge, such as
literature and philosophy or literature and psychoanalysis.

TEACHING METHOD: Lectures and discussions

EVALUATION: Participation. 3 - 5 short essays about 5 pages
each.

READINGS: Course reader to be purchased from Quartet at 818
Clark.

Kerstin Behnke
German B01-2*
INTRODUCTION TO GERMAN LITERATURE
Time: MWF 10:00
Office Address: Kresge 111
Office Phone: 491-8291
Expected enrollment: 18

COURSE DESCRIPTION: The study of representative literary and
cultural texts from the mid-nineteenth century to the
outbreak of World War I in 1914. The literary movements of
Realism, Naturalism, Symbolism, Impressionism, and
Expressionism will be introduced and literary and cultural
texts are studied with regard to their social, historical,
and intellectual significance and implications.
PREREQUISITE: Two years of college German or equivalent.

TEACHING METHODOLOGY: Lectures and discussions in German.

EVALUATION: Midterm and 3 essays, written in German. Class participation.

READINGS:

Karl Marx, Manifest der kommunistischen Partei
Theodor Storm, Immensee
Gottfried Keller, Tanzlegendchen
Gerhart Hauptmann, Bahnwarter Thiel
Hugo von Hofmannsthal, Reitergeschichte
Arthur Schnitzler, Das Tagebuch der Redegonda
Friedrich Nietzsche, Also sprach Zarathustra
Thomas Mann, Tonio Kroger
Heinrich Mann, Der Blaue Engel (film manuscript after Professor Unrath)

Some texts will be read in selections only.

Poems by Hugo von Hofmannsthal, Stefan George, and Rainer Maria Rilke, and some German Expressionists.

P/N permitted.

* = Distribution Requirement

Ulrike Weber
German B03-0
INTERMEDIATE CONVERSATION
Time: MWF 9:00
Office Address: 491-3342
Phone: 491-8299
Expected enrollment: 15

COURSE DESCRIPTION: This course is designed to enhance the aural/oral skills by training you in listening comprehension and speaking. Vocabulary and idioms employed in everyday conversational German will be introduced and practiced in situations such as asking for and giving information; describing and comparing things and persons; communicating likes and dislikes; inviting and accepting invitations, etc.
In addition to the textbook, we will use tapes, videos and slides to enhance and facilitate the learning process. We will stress the development of oral skills through communicative activities such as role-playing and small group discussion. Even though writing is not the main focus of this class, you will have to do some writing such as dialogues, ads, descriptions, and some grammar exercises. The writing activities will take place mainly outside of the classroom. While you cannot expect to be completely fluent at the end of the course, you will nevertheless be able to converse in German about most topics, and you will be able to survive a stay in Germany. The class will be conducted in German.

TEACHING METHOD: Discussion; classroom interaction, students' presentations, role playing complemented by slide-shows and cultural video-presentations.

EVALUATION: Active participation, presentations, vocabulary quizzes, and oral exam.

PREREQUISITE: A02-1 or equivalent knowledge.

READINGS: Aufderrasse/Bonzli/Lofert, Themen 3; Kursbuch; Themen 3: Arbeitsbuch

The course is open to majors as well as non-majors who wish to acquire good communication skills; however it cannot be taken to fulfill a language requirement. - This course can be taken twice for credit!

Franziska Lys
German B05-0, section 20
INTERMEDIATE GRAMMAR AND COMPOSITION
Time: MWF 11:00
Office Address: Kresge 113
Phone: 491-8298
Expected Enrollment: 20

COURSE DESCRIPTION: The course is designed for students who wish to further their writing skills in German to become independent, confident and proficient writers of German. Emphasis will be placed on practicing the use of idiomatic German in writing and in speaking with special attention to the enrichment of a student's vocabulary and structural
knowledge. Literary and non-literary texts, selected to represent a wide range of styles and writing types, provide opportunities for analysis and discussion of form and content.

This quarter, students will learn to recognize and work with characteristics that define written descriptions such as critiques and reviews, argumentations, persuasions and literary texts such as prose and poetry.

PREREQUISITE: A02-3 or equivalent

TEACHING METHODOLOGY: Oral and written grammar drills in the classroom, class discussions and analysis of text genres, short group or individual writing assignments. We will work with German proofing tools and a German grammar software package.

METHOD OF EVALUATION: Class participation and attendance; grammar exercises; biweekly compositions; 2 short in-class quizzes; one final take-home exam. Students will not be graded according to fixed standards but will be evaluated on their progress in the course.

TEXTBOOKS
Ubergange: Texte verfassen, (Corl, Jurasek, Jurasek, 1994)
Handbuch zur deutschen Grammatik, (Wells, 1992)

Ilse Loftus
German B08-0
GERMAN THROUGH READING NEWSPERIODICALS
Time: TTh 10:30 - 12
Office Address: Kresge 112
Phone: 491-8295
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 über 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
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
Max Luthi, Once Upon a Time: On the Nature of Fairy Tales
Jack Zipes, Don't bet on the Prince
Bruno Bettelheim, On the Uses of Enchantment
Collecte shorter readings and articles (xeroxed and for which there will be a charge)

Rainer Rumold
German B62-0

BERLIN: THE GOLDEN TWENTIES/WEIMAR
Time: TTh 10:30-12
Office Address: Kr. 108
Phone: 491-8294
Expected enrollment: 65

COURSE DESCRIPTION: The course will deal with the literature, culture, and society of the Weimar Republic (1918-1933) by focusing on the cultural metropolis Berlin. In Germany, the 20th century writer's and artist's rebellion against bourgeois ideology and conventions reached a pinnacle of social criticism in the so-called "Golden Twenties." The theatre of the expressionists and Bertolt Brecht (Threepenny Opera), the films of Fritz Lang (Metropolis), and Pabst; the program of the Bauhaus (from Weimar to Berlin: Gropius, Klee, Mies van der Rohe), which called for a new style in architecture and the arts, the satire of the painter George Grosz, which shocked and unmasked the burger, and the literature and political essays of Thomas Mann - all are part of a culture in creative fermentation. It was inspired by an exuberant belief in change, a curious spirit of experimentation, and by a seriously critical disposition
against the forces of the old: nationalism, monopoly capitalism, and militarism. While the artistic dynamics of the Weimar Republic could be understood as the expression of a society in search of a new identity, the socio-political situation since the world economic crisis brought about a definitive confrontation, out of which the Nazis emerged in terrible triumph.

TEACHING METHOD: Through lectures and discussions, films, and slide presentations we will develop insight into the complex spirit of Weimar Germany.

EVALUATION: Midterm and final.

READINGS:
Erich M. Remarque, All Quiet on the Western Front
Ernst Junger, Storms of Steel
Georg Kaiser, Gas I and Gas II
Thomas Mann, "Disorder and Early Sorrow" and "Mario and the Magician" (short stories)
Bertolt Brecht, Threepenny Opera, The Mother
Selected poems by Benn and Brecht
Walter Gropius, New Architecture and the Bauhaus
Peter Gay, Weimar Culture

Films:
Lang, Metropolis

Slides: German Expressionism and Bauhaus

Ilse Loftus
German B80-0
GERMAN IN COMMERCE AND INDUSTRY
Time: TTh 1-2:30
Office Address: Kresge 120
Ph.: 491-8299
Expected enrollment: 18

COURSE DESCRIPTION: The course is designed to offer students who plan a career in business or related fields the opportunity to acquire German language skills in a more specialized area. The focus will be on the strength and weakness of the German economy as well as on its economic leadership within the European Community. The textbook used
in the course will be supplemented by current articles from German newspapers and periodicals, dealing with general topics such as international trade, European Community, and European monetary systems. Students should have an interest in general German economic news and their inevitable political ramifications, but they need not have a background in either economics, finance, or politics. Three quarters of Business German should prepare the student to receive the Business German Certificate. The test is given once a year in the spring. In 1993 Northwestern University was chosen to be a test site.

PREREQUISITE: 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, two tests, and a final.

TEXTBOOKS:

Deutsche Wirtschaftssprache fur Amerikaner, Doris Fulda Merrifield

Xeroxed material, for which there will be a charge, will be handed out by the instructor.

P/N not permitted for German majors.

Geza von Molnar
German C10-2

EPOCHS OF GERMAN CULTURE: THE AGE OF REASON AND REVOLUTION
Time: MWF 10:00
Office Address: Kresge 109
Phone: 491-7249
Expected enrollment: 20

COURSE DESCRIPTION: The texts for this course were chosen to help trace the major intellectual, literary, and political developments that characterize the period from 1750 to 1850 as the most pivotal in German history. The cosmopolitan, humanistic spirit of the enlightenment is reflected in the
works by Lessing and Kant. Concurrent with it and related are the stirrings of revolutionary tendencies, which become apparent in Schiller's and Goethe's writings. Novalis sets the tone for a new vision of self and world, followed by Kleist, who also shows that this vision can be brought into close proximity to nationalist fervor. Hoffmann's prose relates the impact of Napoleon, the decisive political figure of the time, and Heine offers us a glimpse from his ironic perch at the romanticized German scene and scenery. The text by Reinhardt outlines the historical framework in its factual, social, political, and general cultural aspects.

These texts illuminate the critical features of an age of truly revolutionary impact since it marks the turn that set a novel course for German cultural and political history, which carries over to this day.

PREREQUISITES: Two B-level courses in German literature and/or culture.

TEACHING METHOD: Lectures and discussions. The class is conducted in German.

EVALUATION: Midterm and final examination, or optional paper.

READINGS:

Reinhardt: Germany 2000 Years II
Lessing: 1) Nathan der Weise; 1a) (Erziehung des Menschen-geschlechts) Kant: "Was ist Aufklärung? (xerox)
Goethe: 1) "Prometheus" (xerox); 2) Faust I/II, 5
Schiller: 1) Was kann eine gut stehende Schaubühne eigentlich wirken?; 2) Kabale und Liebe; 2a) (Maria Stuart);
3) "Die Gotter Griechenlands" (xerox)
Novalis: 1) Hymnen an die Nacht; 2) Christheit oder Europa
Kleist: 1) Marionettentheater; 2) "Katechismus der Deutschen" (excerpt: xerox)
Hoffmann: 1) "Der Dey von Elba in Paris" (xerox);
2) "Französische Delikatesse" (xerox)
Heine: Harzreise (up to "auf dem Berge steht die Hutte")
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: November 1, 1994
E. W. Monter  
History A01, Section 20  
FRESHMAN SEMINAR: THE ROMAN AND SPANISH INQUISITIONS  
Time: Mondays, 2:00-4:00  
Office Address: Harris 327  
Office Phone: 491-2849  
Maximum Enrollment: 15

COURSE DESCRIPTION: We will explore the "Black Legend(s)" surrounding popular history of the two great Mediterranean Inquisitions, the Spanish (founded 1478) and the Roman (founded 1542). Among the principal areas we will investigate will be their dealings with converted Jews and other heretics, their censorship of the press, and their attitudes towards witchcraft. A short paper (2 pages) will be due almost every week on a topic distributed one week in advance. We will get as close as possible to the original sources without assuming a reading knowledge of either Italian or Spanish.

TEACHING METHOD: Seminar-type discussions.

EVALUATION: 7 short papers and classroom participation (20%)

TENTATIVE READING LIST: (selected major works only)  
Henry Kamen, Inquisition and Society in 16-17th c. Spain (Indiana)  
Carlo Ginzburg, The Night Battles  
Carlo Ginzburg, The Cheese and the Worms  
C. de Santillana, The Crime of Galileo

Mita Choudhury  
History A01-21  
FRESHMAN SEMINAR: SOCIETY AND THE INDIVIDUAL IN EARLY MODERN EUROPE  
Time: Mondays and Wednesdays, 2:30-4:00
COURSE DESCRIPTION: This course will look at the changing relationships between the individual and the natural world from the early sixteenth century to the late eighteenth century. We will explore such issues as the individual and the family, the divisions between private and public life, the tensions between communal religion and personal piety, and intellectual discussions of the link between identity and experience. Readings will emphasize primary sources including memoires and fiction.

PREREQUISITES: None.

TEACHING METHOD: This course will be conducted as a seminar, emphasizing discussion and writing.

EVALUATION: Students will be evaluated on the basis of their participation in the seminar and written assignments. The assignments will include four formal essays.

TENTATIVE READING LIST:
Luther/Erasmus: On Free Will
Carlo Ginzburg: The Cheese and the Worms
Natalie Z. Davis, The Return of Martin Guerre
Shakespeare, Hamlet
Madame de Lafayette, The Princess of Cleves
Diary of Samuel Pepys (excerpts)
Samuel Richardson, Clarissa (excerpts)
Jean Jacques Rousseau, Confessions (excerpts)

Mita Choudhury
History A01-22
FRESHMAN SEMINAR: THE COMING OF THE FRENCH REVOLUTION
Time: Tuesdays and Thursdays, 2:30-4:00
Office Address: 619 Emerson
Office Phone: 491-7524
Maximum Enrollment: 15

COURSE DESCRIPTION: Eighteenth-century France was a society in transition, a society in which social and cultural ideals and realities were increasingly at odds. The tensions within
society and the State finally erupted into the cataclysmic French Revolution. This course will focus primarily on the social structure, intellectual movement and political climate preceding the revolution. With this foundation, we will then examine two different interpretations of what caused the French Revolution, the event that changed the landscape of French, indeed European, history forever.

PREREQUISITES: None.

TEACHING METHOD: This course will be conducted as a seminar, emphasizing discussion and writing.

EVALUATION: Students will be evaluated on the basis of their participation in the seminar and written assignments. The assignments will include four formal essays.

TENTATIVE READING LIST:
Beaumarchais, The Marriage of Figaro
Diderot, The Nun
C.B.A. Behrens, The Ancien Regime
Georges Lefebvre, The Coming of the French Revolution
William Doyle, The Origins of the French Revolution

Sharmishtha RoyChowdhury
History A01-23
FRESHMAN SEMINAR: NATIONALISM IN MODERN EUROPE
Time: Tuesdays and Thursdays, 2:30-4:00
Office Address: 619 Emerson
Office Phone: 491-7524
Maximum Enrollment: 15

COURSE DESCRIPTION: How and why did the nation-state come to be the most acceptable political form in modern Europe? This course will examine different historical approaches to the phenomenon of nationalism. Topics for discussion include the social and economic bases of nationalism, political and cultural explanations for the creation of the nation-state, and religious foundations of national movements. We will examine specific examples from Italian and German unification movements in the 19th century to compare various routes to nationalism. Course readings include important secondary works as well as diaries, memoirs and novels.
PREREQUISITES: None.

TEACHING METHOD: Two discussion seminar meetings a week.

EVALUATION: Five written assignments (3-5 pages each), class discussion.

TENTATIVE READING LIST:
Benedict Anderson, Imagined Communities
Ernest Gellner, Nations and Nationalism since 1780
Werner Conze, The Shaping of the German Nation
Ronald S. Cunsoho, Italian Nationalism
Extracts from the speeches and writings of Otto von Bismarck, Garibaldi, Count Cavour, Karl Marx, Schiller and Herder.

Lane Fenrich
History A02-20
FRESHMAN SEMINAR: DROPPING THE BOMB
Time: Tuesdays and Thursdays, 10:30-12:00
Office Address: Harris 306N
Office Phone: 491-3092
Maximum Enrollment: 15

COURSE DESCRIPTION: Fifty years after the destruction of Hiroshima and Nagasaki, the decision to develop and use the atomic bomb is the subject of heated debate among historians, politicians, veterans groups, and Americans generally. How and why did the U.S. develop the bomb in the first place? How and why did policymakers make the decision to use it? Was that use necessary? Did it in fact "save lives"? What were the implications for the postwar order? Such questions provoke responses grounded as much or more in political conviction as in a balanced reading of events and documents. This course offers students a chance to form their own opinions by following the paper trail of the Manhattan Project and comparing their findings with those of scholars and other concerned parties.

PREREQUISITES: None.

TEACHING METHOD: Discussion with considerable emphasis on writing.

EVALUATION: Short, weekly writing assignments.
Participation in discussion.

TENTATIVE READING LIST:
Stoff et al., Manhattan Project: A Documentary Introduction to the Atomic Age
Bernstein, The Atomic Bomb: The Critical Issues
Hersey, Hiroshima press accounts of 1994 Smithsonian exhibition

Ricki Shine
History A02-21
FRESHMAN SEMINAR: THE BILL OF RIGHTS
Time: Monday and Wednesday, 2:00-3:30 p.m.
Office Address: 619 Emerson, 2C
Office Phone: 491-7524
Maximum Enrollment: 15

COURSE DESCRIPTION: Roughly divided between substantive and procedural rights, the Bill of Rights covers a variety of guarantees involving, in part, religion, speech, press, assembly, and criminal prosecutions. Initially intended to provide a check on Federal power, the Bill of Rights has come to epitomize the individual liberties on which all citizens of the United States rely. This course will explore the origin of the Bill of Rights and how the United States Supreme Court and others have debated the meaning and scope of these rights throughout American history.

PREREQUISITES: None.

TEACHING METHOD: Two 1 and 1/2 hour seminars a week.

EVALUATION: There will be 3 short (4-5 page) papers and a final paper (5-8 pages). Class participation will be heavily weighed in the final grade.

TENTATIVE READING LIST:
Alderman & Kennedy, In Our Defense: The Bill of Rights in Action
Raymond Arsenault, Crucible of Liberty
Anthony Lewis, Gideon's Trumpet
Course Packet
COURSE DESCRIPTION: The Civil War forever abolished slavery in the United States. Yet the war, by settling the slavery question, raised a host of unanswered questions regarding the social and political status of the former slaves. Would emancipation mean civil and political equality, as African Americans demanded? Would southern elites be able to reestablish their political and economic dominance, and if so, under what terms and by what means? How would millions of white farmers and shopkeepers respond to the expansion of industry and commercial agriculture that threatened to reduce them to dependency upon tenancy and wage labor? These were a few of the central questions that men and women with competing interests debated in the struggle to reshape southern society after slavery.

Through a series of secondary readings and primary sources, this course will examine the complex transition from slavery to freedom in the American South from the Civil War to the Civil Rights Movement. Among the themes that we will cover include the emergence of sharecropping, the rise of one-party politics, and the origins of segregation and disfranchisement. We will also explore various challenges to the southern status quo, including populism, the antilynching crusade, southern feminism, and the labor movement. The course will conclude with a study of the impact of the Civil Rights Movement on southern society.

PREREQUISITES: None.

TEACHING METHOD: Two discussion seminars per week.

EVALUATION: 4-5 short papers (2-4 pages), class discussion.

TENTATIVE READING LIST:
COURSE DESCRIPTION: This course is first of all an introduction to the imposition of European colonial rule in Africa, though we will approach the subject primarily from African perspectives. We will pay attention to the ways in which Africans articulated and executed resistance, collaboration and adaptation. Topics will include the effect of the trans-Atlantic slave trade in laying the foundations for colonial rule, the role of Christianity and missionaries in the colonial enterprise, variations in African responses to Europeans and the roles played by Africans in colonial regimes. Readings include secondary materials, selected colonial documents and a novel.

PREREQUISITES: None.

TEACHING METHOD: Two discussion seminars per week.

EVALUATION: Three short papers (3-4 pages), one longer paper (5-7 pages), class discussion.

TENTATIVE READING LIST:
A.E. Afigbo, The Warrant Chiefs
C. Achebe, Arrow of God
J. Hargrove, West Africa Partitioned
M. Crowder, West African Resistance
J. Ajayi & M. Crowder, History of West Africa, Vol. 2
FRESHMAN SEMINAR: AFRICAN HISTORY IN FILM AND LITERATURE

COURSE DESCRIPTION: Can we learn about history through film and literature? This course analyzes the representation of the African past in feature films and literary works produced by Africans, Europeans, and Americans. It aims to sharpen our ability to "read" visual media as critically as we would a written text. This involves readings of written histories and literature to accompany each film. For example, we will read scholarly accounts of the slave trade and slave narratives in conjunction with "Roots." We will also compare the manners in which different directors and authors represent historical change and their motives for doing so. The course raises many important issues such as historical accuracy, stereotyping, control over the past, and the value of film for understanding history. Students should be strongly committed to improving their writing skills.

TEACHING METHOD: Seminar

EVALUATION: 5 discussion papers (3 pages each); 1 five minute oral presentation; class participation.

TENTATIVE READING LIST:
D.T. Niane, Sundiata, An Epic of Old Mali
Jean Davison, Voices From Mutira
Ferdinand Oyono, Houseboy

Course Packet will include excerpts from other primary and secondary texts relating to the films.

Films: Yeelen, Roots, Shaka Zulu, Mister Johnson, Chocolat, Camp de Thiaroye, and Zan Boko.
FRESHMAN SEMINAR: AFRICAN HISTORY IN FILM AND LITERATURE

Time: Tuesdays and Thursdays, 1:00-2:30
Office Address: 619 Emerson
Office Phone: 491-7524
Maximum Enrollment: 15

COURSE DESCRIPTION: Can we learn about history through film and literature? This course analyzes the representation of the African past in feature films and literary works produced by Africans, Europeans, and Americans. It aims to sharpen our ability to "read" visual media as critically as we would a written text. This involves readings of written histories and literature to accompany each film. For example, we will read scholarly accounts of the slave trade and slave narratives in conjunction with "Roots." We will also compare the manners in which different directors and authors represent historical change and their motives for doing so. The course raises many important issues such as historical accuracy, stereotyping, control over the past, and the value of film for understanding history. Students should be strongly committed to improving their writing skills.

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Ferdinand Oyono, Houseboy

Course Packet will include excerpts from other primary and secondary texts relating to the films.

Films: Yeelen, Roots, Shaka Zulu, Mister Johnson, Chocolat, Camp de Thiaroye, and Zan Boko.

Douglas Anthony
History A03-23
FRESHMAN SEMINAR: AFRICAN RESPONSES TO EUROPEAN COLONIALISM
Time: Tuesdays and Thursdays, 1:00-2:30
Office Address: 619 Emerson
Office Phone: 491-7524
Maximum Enrollment: 15

COURSE DESCRIPTION: This course is first of all an introduction to the imposition of European colonial rule in Africa, though we will approach the subject primarily from African perspectives. We will pay attention to the ways in which Africans articulated and executed resistance, collaboration and adaptation. Topics will include the effect of the trans-Atlantic slave trade in laying the foundations for colonial rule, the role of Christianity and missionaries in the colonial enterprise, variations in African responses to Europeans and the roles played by Africans in colonial regimes. Readings include secondary materials, selected colonial documents and a novel.

PREREQUISITES: None.

TEACHING METHOD: Two discussion seminars per week.

EVALUATION: Three short papers (3-4 pages), one longer paper (5-7 pages), class discussion.

TENTATIVE READING LIST:
A.E. Afigbo, The Warrant Chiefs
C. Achebe, Arrow of God
J. Hargrove, West Africa Partitioned
M. Crowder, West African Resistance
J. Ajayi & M. Crowder, History of West Africa, Vol. 2
R. A. Adeleye, Power and Diplomacy in Northern Nigeria

course packet

Robert E. Lerner
History B01-1
EUROPEAN CIVILIZATION
Time: MWF 9:00 Disc. Sect, Thursdays, 9, 10, 11, 12, 1, 2, & 3
Office Address: Harris 305
Office Phone: 467-1966
Maximum Enrollment: 300
COURSE DESCRIPTION: This is a basic course for majors and non-majors, intended to provide an introduction to the history of pre-industrial European civilization. Its goal is to present students with some knowledge of the broad lines of European development from roughly 1050 to roughly 1750, as well as with an introduction to some outstanding current problems of interpretation. Geographical emphasis will be on Western Europe; primarily England, France, Germany, and Italy. An attempt will be made to retain a balance in topical coverage, rather than focusing exclusively on any one topic such as political, social, economic or cultural history. It is hoped that when students finish this course they will elect to dig into specialties on their own.

PREREQUISITES: None.

TEACHING METHOD: There will be three lectures a week. They will be organized topically rather than by serialized narrative. Sections meeting once a week will be devoted to the discussion of thorny or intriguing problems which emerge from the readings and/or the lectures.

EVALUATION: There will be three in-class examinations—no final and no research papers. Attendance at section meetings is required, and performance in class discussion may influence the final grade.

TENTATIVE READING LIST:
Chaucer, The Canterbury Tales, (Penguin)
Koestler, A., The Watershed (Univ. Press of America)
More, Thomas, Utopia (Penguin)
Darnton, R., The Great Cat Massacre (Random House)

Nancy MacLean
History B10-2
HISTORY OF THE UNITED STATES SINCE 1865
Time: MWF 10-11
Discussion Sections: Thursdays 9, 10, 11, 12, 1, 2, or 3
Office Address: 201-C Harris Hall
Office Phone: 491-3154
Maximum Enrollment: 350
COURSE DESCRIPTION: This course is the continuation of History B10-1. It surveys major political, economic, social, and cultural developments in the United States from Reconstruction to the present. Presenting a variety of points of view in readings and class meetings, the course encourages students to generate their own interpretations of American history through thoughtful engagement with the sources.

PREREQUISITES: No prerequisites. P/N registration available. Registration for discussion section mandatory.

TEACHING METHOD: Three lectures and one discussion each week; occasional evening film showings (at a variety of times).

EVALUATION: Grades will be based on participation in discussion, two midterms, and a final exam.

TENTATIVE READING LIST:
Nash, et al., The American People
Unger, ed., American Issues: A Primary Source Reader in U.S. History
Richard Hofstadter, Social Darwinism in America Thought
Thomas Bell, Out of This Furnace
Arthur Miller, Death of a Salesman
Martin Luther King, Jr., Where Do We Go from Here: Chaos or Community?

John Rowe
History B55-2
BACKGROUND TO AFRICAN CIVILIZATION AND CULTURE: AFRICA 1750 to 1900
Time: MWF 2:00-3:00
Discussion Sections: Wed. 1:00-2:00/Th. 1:00-2:00/ Fr. 1:00-2:00
Office Address: Harris 102A
Office Phone: 491-7278
Maximum Enrollment: 70

COURSE DESCRIPTION: Africa in 1750 was already under assault from European economic forces exporting slaves to fuel the sugar plantations of the new world. In the 19th century these economic demands would be expanded to include raw materials, crops and minerals; instead of being transported, Africans would find themselves laboring for whites in their
own land. At the same time, however, Africans seized new opportunities to change and expand their political systems while vigorously resisting European encroachment. They examined and shaped new technologies in a struggle to maintain their own identity and some control of their destiny. But by the end of the century European military technology had temporarily overwhelmed African resistance.

B55-2 will continue the survey of the development of African civilization and culture began last term in B55-1. The time period covered is 1750 to 1900. There is no prerequisite although B55-1 is recommended.

PREREQUISITES: None. P/N allowed. ATTENDANCE AT DISCUSSION SECTION MANDATORY.

TEACHING METHOD: Material will be presented in lectures and discussion is encouraged at all stages of the course, both in class and in the scheduled discussion sections. Extensive use will be made of documentary films, videos and slides. The course is team taught and multi-disciplinary in approach; guest experts will be invited to address the class.

EVALUATION: Evaluation is based on 1/3 for each of the three mid-term exams. Intelligent participation in the discussion sections will be an important consideration in grading. Regular attendance is important since lectures and films often cover material not found in the readings.

REQUIRED READING LIST:
C. Achebe, Things Fall Apart, (Fawcett, 1985) novel

All the above are paperbacks (second hand copies can be found in local bookshops). Additional assignments will be found on reserve in the reserve room or core collection of the University Library. A copy of all the reserve readings can be purchased in spiral bound xerox form from Quartet Copies, 818 Clark Street.

Melissa Macauley
COURSE DESCRIPTION: This lecture course is an introduction to traditional Chinese civilization. It will address certain important topics in its 4000 years of recorded history: the neolithic and Bronze Age foundations of Chinese civilization; the question of when China became "Chinese;" the atavistic impulses of classical Chinese philosophy; the construction of imperial orthodoxy under the Han; the syncretic tendencies of Chinese religions; the splendor and social tensions of the commercialized urban centers; the development of the examination system as a method of bureaucratic recruitment; the increasing constriction of women's lives; Pax Mongolica; and the shift in Eurasian trade from caravan to maritime communications. Lectures, readings, and discussions will revolve around the theme that imperial Chinese history was animated by the interrelated forces of yang: secularity, maleness, imperial statecraft, hierarchy, the dao of social order--and of yin: religiosity, femaleness, locality, rebellion, the dao of nature. This interrelation was most dynamic during the period of the most profound changes in all of Chinese history: the Tang-Song transition (approx. eighth to twelfth centuries). The social, commercial, philosophical, and religious transformations of this period will thus be the focus of the course.

PREREQUISITES: None. ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Exams, short paper, discussion.

TENTATIVE READING LIST:
Wu Ch'eng-en, Monkey.
Patricia Ebrey, The Inner Quarters
Fairbank and Reischauer, China: Tradition and Transformation.
Plus a course reader comprised of oracle bone inscriptions, poetry, plays, "secret texts" of women Daoist adepts, law codes, and philosophical essays not included in the de Bary
COURSE DESCRIPTION: The class will examine America's role in world affairs from World War II to the present, with emphasis on the Cold War. Learning will be accomplished by reading and discussion. We will begin with a book giving a broad overview of the Cold War. The rest of the readings will focus more narrowly on various issues and will allow us to learn about them in substantial depth. The reading load is exceptionally heavy (300-400 pages a week) and is tested in a written, graded exercise at the beginning of each class. Students will be encouraged to develop their own individual interpretations of why the U.S. proceeded as it did during the Cold War as well as an evaluation of its actions. Each person will be expected to argue that point of view in class on an ongoing basis. The course is not recommended for anyone who has a particularly heavy schedule of classes and/or extracurricular commitments, or who can not do the readings each night at an even pace for ten weeks, or who is reluctant to take active part in the group discussions. IMPORTANT NOTE: Each student must read The Cold War by Martin Walker during the December break (available at Great Expectations now.) A written, graded quiz (about ten minutes to answer a question about the book) will be given at the beginning of the first class.

PREREQUISITES: Mandatory attendance at first class, must have read The Cold War and pass the quiz, no auditors, no P/N, no waiting list.

LEARNING METHOD: Reading with follow-up written and oral discussion.

EVALUATION: The final grade is your average on the daily written exercises inflated or deflated according to my judgment of the quality of your oral contribution to the
class.

TENTATIVE READING LIST:
Dean Acheson, Present at the Creation.
Michael Beschloss, The Crisis Years.
Mark Danner, The Massacre at El Mozote.
David Halberstam, The Best and the Brightest.
Rhodri Jeffreys-Jones, The CIA and American Democracy.
Michael Kelly, Martyr's Day.
Martin Walker, The Cold War.

Josef Barton
History C21-1
HISTORY OF AMERICAN SOCIETY, 1720-1880
Time:  MWF 9:00-10:00
Office Address:  Harris 212
Office Phone:  491-7356/3406
Maximum Enrollment:  60

COURSE DESCRIPTION:  This course follows three great transitions in American society:  first, the making of a settler society, between 1720-1820;  second, the consolidation of an American middle class, from 1820-1860; and third, the transformation of the American rural republic into an urban, industrial nation, from 1860-1880.

Written assignments:  Three papers make up the written assignments for this course:  (1) a proposal of five or fewer pages, on a topic to which you plan to devote your final paper;  (2) a take-home examination of 1500 words, due at the time of the regularly scheduled final examination in this course;  and (3) a paper of ten or fewer pages, on a topic in American social history.  The proposal accounts for 20 percent of the final grade, the take-home examination for 30 percent, and the paper for 50 percent.

TEACHING METHOD:  Lectures and workshops on selected topics.

READING LIST:
Jan Lewis, The Pursuit of Happiness
Eugene Genovese, The Political Economy of the Slave South
Stuart M. Blumin, The Emergence of the Middle Class
Christine Stansell, City of Women
Thomas Dublin, Women at Work
COURSE DESCRIPTION: This is the first half of a two-quarter course dealing with the characteristics of urban society in America from the period of first European settlement to the present. The first quarter will treat the period from 1600 to about 1880. Topics for consideration will include the role of European and American cities in the process of new world colonization, the relationship between urbanization and industrial growth, changes in urban form and social structure, and modes of response to city problems. The second quarter (C22-2) will examine further transformation of the city under the influence of migration, electricity, the automobile, professional planning, and other developments of the post-1880 period.

PLEASE NOTE: C22-1, or the consent of the instructor, will be a prerequisite for C22-2. P/N is allowed.

TEACHING METHOD: The course will follow a basic format of three lectures per week. Questions will be encouraged at all times. Discussions will sometimes replace the Friday lecture. Students will be asked to find time in their schedules so that the course may be broken down into smaller groups.

EVALUATION: A mid-term and a final examination will be given, the former counting as 40% and the latter 60% of the grade. Examinations will be based on both the readings and the lectures. With the consent of the instructor, students may substitute a research paper for part of the examination work, but substitutions must be approved before the date of the mid-term.
TENTATIVE READING LIST:
Sam Bass Warner, The Private City
Oscar Handlin, Boston's Immigrants
Richard Wade, Slavery in the Cities
Horatio Alger, Ragged Dick

Edward Muir
History C43-0
MODERN ITALY
Time: T-TH 9:00-10:30
Office Address: Harris 314
Office Phone: 491-3653
Maximum Enrollment: 40

COURSE DESCRIPTION: An examination of the history of Italy from the Enlightenment to the present. Principal topics will include the movement for national unification, the tenacious economic backwardness of the South, the history of the Sicilian Mafia and similar criminal organizations in Naples and Calabria, the dictatorship of Mussolini and Fascism, Italian participation in World War II and the Allied invasion of the peninsula, the role of the Roman Catholic Church in society, the economic miracles of the 1960s and 1980s, the Red Brigades and terrorism, the struggle for women's rights, and the political revolution of 1992-93. The course concentrates on political and social history but includes several novels in the readings. Some of the most important post-war films by Di Sica, Fellini, Olmi, and the Taviani brothers will be shown in extra evening meetings.

PREREQUISITES: None

TEACHING METHOD: Lecture and class discussion

EVALUATION: Participation in class discussions, a series of short papers, and a final examination.

TENTATIVE READING LIST:
Giuseppe Tomasi Di Lampedusa, The Leopard
Carlo Levi, Christ Stopped at Eboli
Ignazio Silone, Bread and Wine
Grazia Deledda, Cosima
 Denis Mack Smith, Mussolini: A Biography
Iris Origo, The War in Val d'Orcia: An Italian War Diary, 1943-1944

Peter Hayes
History C44-2
MODERN GERMANY 1918-1945
Time: T-TH 2:30-4:00   Disc. Sections, Friday, 11, 1, or 3
Office Address: Harris 104C
Office Phone: 491-7446
Expected Enrollment: 75

COURSE DESCRIPTION: This course will examine the principal social, political, economic, and cultural developments during the Weimar Republic and the Hitlerian Reich. Special emphasis on the aftereffects of the First World War on German politics and society, the Depression and the rise of the Nazis, ideology and government in the Third Reich, German expansionism, the assault on the Jews, the extent and nature of resistance, and the sources of Hitler's defeat.

P/N is NOT allowed. Mandatory Attendance at First Class. Enrollment in discussion sections compulsory.

TEACHING METHOD: Lecture and discussion sections.

EVALUATION: Grades will be based on your performance on a mid-term (40%), a final exam (40%), and in discussion sections (20%).

TENTATIVE READING LIST:
Eberhard Kolb, The Weimar Republic
William S. Allen, The Nazi Seizure of Power

John Bushnell
History C45-3
HISTORY OF THE SOVIET UNION
Time: MWF 9:00
Office Address: 103A Harris Hall
Office Phone: 491-7172
Maximum Enrollment: 50
COURSE DESCRIPTION: The complete history of the Soviet Union.

PREREQUISITES: None.

TEACHING METHOD: Reading, writing, talking.

METHOD OF EVALUATION: Writing and talking.

TENTATIVE READING LIST:
Moshe Lewin, Lenin's Last Struggle
Moshe Lewin, The Gorbachev Phenomenon
John Scott, Behind the Ural
Roy Medvedev, Let History Judge
and more

Jim Campbell
History C56-2
HISTORY OF SOUTH AFRICA FROM 1886
Time: Mondays, and Wednesdays, 10:00
Discussion Sections Thursdays, 2:00 and 3:00, Fridays, 10:00 and 11:00
Office Address: 301 Harris
Office Phone: 491-2877
Maximum Enrollment: 75

COURSE DESCRIPTION: This course examines the history of South Africa from the mineral discoveries of the late nineteenth century up to the present. Topics covered include: the rise of mining capital; the South African War; imperial reconstruction; the development of the migrant labor system; the rise of African and Afrikaner Nationalism; the origins, operation and eventual collapse of apartheid; and the ongoing transition to democracy.

PREREQUISITES: None. Completion of C56-1 may prove helpful, but lectures and readings presume no prior knowledge of South African history. P/N registration is permitted.

TEACHING METHOD: The course will meet for lectures on Mondays and Wednesdays, and for small-group discussions on Thursdays and Fridays. There will also be several evening films.
EVALUATION: To complete the course successfully, students are expected to attend lectures, participate actively in discussions, and complete one paper of 5-8 pages in length. There will also be a mid-term and final examination.

READINGS:
Shula Marks, Not Either an Experimental Doll
Charles van Onselen, Studies in the Social and Economic History of the Witwatersrand
Nadine Gordimer, A World of Strangers
Herman Charles Bosman, Unto Dust
Various primary sources

Jonathon Glassman
History C57-2
EAST AFRICA
Time: Tuesdays and Thursdays, 10:30 to 12:00
Office Address: 323 Harris Hall
Office Telephone: 491-8963
Maximum Enrollment: 40

COURSE DESCRIPTION: We will examine four overlapping topics in the history of the peoples of present-day Kenya and Tanzania: (1) the origins and nature of the Islamic city-states of the Swahili coast, ca. 900-1500 A.D.; (2) social upheaval and ecological collapse during the era of East Africa's integration into a European-dominated world order (ca. 1800-1914), culminating in the wars of African resistance to colonial conquest; (3) settler colonialism, African nationalism and the "Mau Mau" peasant revolt in twentieth century Kenya; and (4) "African socialism" and the uses of history in post-colonial Tanzania.

PREREQUISITES: None, although previous coursework in African studies is strongly recommended.

TEACHING METHOD: Combination of lectures and discussion/debate (with occasional films). The course will demand students' active participation; it will be impossible to do well without keeping abreast of weekly reading assignments.

EVALUATION: TBA. Probably three short papers or take-home
exams (@ 7 pages).

VERY TENTATIVE READING LIST: readings will be selected from the following:
Ali A. Jahadhmy, Anthology of Swahili Poetry/Kusanyiko la Mashairi.
J.B. Kabeya, King Mirambo, and/or the Autobiography of Tippu Tip.
J. Glassman, Feasts and Riot: Revelry, Rebellion and Popular Consciousness on the Swahili Coast.
Helge Kjekshus, Ecology Control and Economic Development in East Africa.
Gwassa and Iliffe (eds.), Records of the Maji Maji Rising.
Tabitha Kanogo, Squatters and the Roots of Mau Mau.
Jomo Kenyatta, Facing Mount Kenya.
Karari Njama, Mau Mau from Within.
Gavin Kitching, Class and Economic Change in Kenya
Ngugi wa Thiong'o, A Grain of Wheat (novel)
Andrew Coulson, Tanzania: a Political Economy
J.K. Nyerere, Freedom and Socialism/Uhuru na Ujamaa.
Ebrahim Hussein, Kinjeketile (play)

T. W. Heyck
History C64-1
SOCIAL AND INTELLECTUAL HISTORY OF MODERN BRITAIN - THE 19TH CENTURY
Time: MW 11:00   Discussion Sections, Friday 10, 11, 1
Office Address: Harris Hall 313B
Office Phone: 491-3480
Maximum Enrollment: 40

COURSE DESCRIPTION: This is the first of a two-quarter sequence on the social and intellectual history of modern Britain, this quarter dealing with the nineteenth 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 Victorian intellectuals to their society, social thought in an age of industrial revolution, the decline of religion, and the role of gender in intellectual life.
PREREQUISITES: NOT open to P/N option. ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING METHOD: The format will be two lectures and one required 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 contexts.

EVALUATION: There will be a number of very short papers and a longer final paper.

PREREQUISITES: Although this is the first of a two-quarter sequence, students need not take C64-2. Each student should have some prior experience in either European (including English) history, or English literature, or philosophy, or humanities.

TENTATIVE READING LIST:
Bentham, Introduction to the Principles of Morals and Legislation
Carlyle, Past and Present
George Eliot, Middlemarch
Samuel Butler, The Way of All Flesh
J. S. Mill, On Liberty
Charles Dickens, Hard Times

Roger Kittleson
History C65-0
THE FORMATION OF LATIN AMERICAN SOCIETY
Time: MWF 2:00-3:00
Office Address: Harris Hall 208
Office Phone: 467-4037
Maximum Enrollment: 50

COURSE DESCRIPTION: This course examines the construction of distinctively Latin American societies from the age of "conquest" to the independence movements of the early nineteenth century. The central theme will be the ways in which social conflict between and among Europeans, Amerindians, and Africans shaped colonial Latin America. In this regard, the course will analyze the interplay of race, class, and gender in these New World societies. The course will also discuss the transformation of political and
economic structures during the period of Spanish and Portuguese rule in the Americas.

PREREQUISITES: None.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Participation in discussion, one short (5-7 page) paper, and mid-term and final exams.

Carl Petry
History C70-3
HISTORY OF THE ISLAMIC MIDDLE EAST: THE MODERN MIDDLE EAST
Time: MWF 10:00
Discussion Sections: Tuesdays, 9:00, 10:00 and 2:00
Office Address: 104B Harris Hall
Office Phone: 491-7448
Maximum Enrollment: 80

COURSE DESCRIPTION: This is the third section in a year long survey of the Islamic Middle East. However, the period under consideration represents a significant break with the past. The course will begin with the impact of European technology and ideologies on Middle Eastern societies; the impact of European imperialism; the clash of Jewish and Arab nationalism; Zionism, Palestine and the Arab-Israeli conflict; oil diplomacy and international politics; the phenomenon of modernization and the current religio-political reaction to it. Attention will be given to the Iranian Revolution, the alteration of the balance of power in the region, and the current peace process.

PREREQUISITES: None. ATTENDANCE AT THE FIRST CLASS MANDATORY.
P/N registration is allowed.

TEACHING METHOD: Lecture and informal discussion, to be supplemented by film and slide presentations.

EVALUATION: There will be an in-class mid-term and a final examination based on readings, lectures and discussions. Examinations will focus primarily on analytical essay questions. No major papers will be required but there will be brief argumental essays and source critiques (none to
TENTATIVE READING LIST:
A Goldschmidt, A Concise History of the Middle East
F Ajami, The Arab Predicament
F Halliday, Iran, Dictatorship and Development
N Keddie, Roots of Revolution
W Laqueur, Israel-Arab Reader

MEDIEVAL JEWRY IN THE ORBIT OF ISLAM
Time: T-TH 9-10:30
Office Address: Harris 210
Office Phone: 491-7652
Maximum Enrollment: 35

COURSE DESCRIPTION: This course deals with the development of Jewish civilization in the Islamic lands of the Near East. The topics covered include: a brief survey of the formation of Jewish Muslim relations; the legal and social status of Jewish communities under Islamic rule; the economic and social institutions that evolved wherever Jews settled in the region; and the intellectual life that flourished under the influence of Islamic culture. The course concludes with some comparative observations about the condition of Jewry in the lands of the Christian west.

TEACHING METHOD: Lectures and discussion.

EVALUATION: Required short papers and take-home final.
READING LIST:
B. Lewis, The Arabs in History
, The Jews of Islam
Coursepack of selected readings from primary and secondary sources.

THE BORK AND THOMAS NOMINATIONS IN CULTURAL CONTEXT
Time: Tuesdays, 3:30-5:30
Office Address: 304 Harris
Office Phone: 491-3406
COURSE DESCRIPTION: The Robert Bork and Clarence Thomas nominations to the Supreme Court have demonstrated how much that process has become politicized. The premise of the course is that judicial nominations, like much else, have become a battlefront in our society's current cultural (gender, race, values, etc.) wars. We begin with a book that describes those wars; the rest of the readings will help us locate the confirmation fights (remember Anita Hill?) within that framework. The reading load will be heavy. A graded, written exercise on those readings will be given at the beginning of each class meeting. The course is not recommended those having otherwise heavy schedules nor for anyone who is reluctant to take active part in the class discussions.

IMPORTANT NOTE:
Each student must read The Culture of Complaint by Robert Hughes during the December break (available at Great Expectations now.) A written, graded quiz will be given at the beginning of the first class.

PREREQUISITES: Permission of the instructor, juniors only, mandatory attendance at first class, must have read The Culture of Complaint and pass the quiz, no auditors, no P/N, no waiting list. Please hand the history office secretary (202 Harris) a 1-2 page statement of why you want to take the course by 5:00 p.m. on the Friday before pre-registration. Do not put your name on it. Only put your social security number. I will select the class by choosing what to me seem the most thoughtful submissions. The social security numbers of those students will be posted outside the history office before pre-registration.

LEARNING METHOD: Reading with follow-up written and oral discussion.

EVALUATION: Quiz average (50%) and my judgment of the quality of your oral contribution to the class (50%).

TENTATIVE READING LIST:
David Brock, The Real Anita Hill.
Ethan Bronner, Battle for Justice.
Robert Hughes, The Culture of Complaint.
Jane Mayer & Jill Abramson, Strange Justice.
Toni Morrison, ed., Race-ing Justice, En-gendering Power.
Lawrence Tribe, God Save This Honorable Court.

John Rowe
History C89-7/21
JUNIOR TUTORIAL: THE CIA IN THE THIRD WORLD, 1947-1990
Time: Tuesdays, 3:30-5:30
Office Address: Harris 102A
Office Phone: 491-7278
Enrollment: 8

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 tutorial 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?

IMPORTANT NOTE: No P/N. Admission to the tutorial is by instructor permission only.

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 on Tuesdays at Professor Rowe's home (2409 Brown, Evanston) from 3:30-5:30. 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 at Norris:

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). Additional sources include: "the Church Report"--Final Report of the Select Committee to Study Governmental Operations with Respect to Intelligence Activities, SENATE REPORT, 94 Congress, 2 sess. no.94-755 (1976); "Iran-Contra Affair" Report of Cong. Committee 100 Cong., I sess. (Nov. 17, 1987); the Tower Commission Report (n.Y.: Bantam, 1987).

During the Winter Quarter we will view a four-part video documentary produced by National Educational Television. It is called "Secret Intelligence" (NUL 327.12097 S446 VHS 1-4).

Michael S. Sherry
History C91-20
LESBIAN AND GAY HISTORY IN THE UNITED STATES
Time: T-TH 2:00-4:30 (lectures); Fridays, 10-11-1 (discussion)
Office Address: Harris 214
Phone: 491-7191
Maximum Enrollment: 75

COURSE DESCRIPTION: This course, for history majors and interested non-majors, surveys the historical experience of gay and lesbian Americans, and the evolution of attitudes towards them and categories defining them. In particular, it seeks to explain why distinctive gay and lesbian subcultures emerged in the twentieth century and why homosexuality became a politicized issue. Broader questions in the history of gender and sexuality necessarily will also arise. The focus of the course is history, current issues naturally arise in such a course, and course materials are weighted to recent gay and lesbian history. Though not required, some previous coursework in American history will be helpful to students. Reading load is fairly heavy; most of the many films to be viewed will be shown during lecture periods.
PREREQUISITES: MANDATORY ATTENDANCE AT FIRST CLASS. No P/N option. Registration for Discussion Section Mandatory.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Grade based on 15-20 pages of essay writing, precise format and schedule to be determined. Excellent participation in discuss may raise grades.

TENTATIVE READING LIST:
George Chauncey, Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940
Lillian Faderman, Odd Girls and Twilight Lovers: A History of Lesbian Life in 20th Century America
John D'Emilio, Sexual Politics, Sexual Communities.
Ann Bannon, Odd Girl Out
Audre Lorde, Zami: A New Spelling of My Name
Paul Monette, Becoming a Man: Half a Life Story
Rita Mae Brown, Rubyfruit Jungle
Andrew Kopkind, ed., A Queer Nation (special issue of The Nation, July 5, 1993)
plus photocopied selections and films.

John Bushnell
History C92-20
REFORMS VS. REVOLUTION IN RUSSIA, 1856-1884
Time: Thursdays, 1:00-300
Office Address: 103A Harris Hall
Office Phone: 491-7172
Maximum Enrollment: 15

COURSE DESCRIPTION: An exploration of the tension between major government sponsored reform and the beginnings of the Russian revolutionary movement.

PREREQUISITES: PERMISSION OF INSTRUCTOR REQUIRED. Students must already have taken History C45-2 (Russia, 1700-1917).

TEACHING METHOD: Reading, writing, talking. The goal of the course is to write an analytic essay of 15-20 pages.

METHOD OF EVALUATION: Same as teaching method.
TENTATIVE READING LIST:
Eklof, Bushnell, Zakharova, eds., Russia's Great Reforms, 1855-1881
W. Bruce Lincoln, The Great Reforms
Peter Kropotkin, Memoirs of a Revolutionist
Nikolai Chernyshevsky, What is to be Done
Avrahm Yarmolinsky, Road to Revolution
Philip Pompes, The Russian Revolutionary Intelligentsia

Ken DeBevoise
History C92-21
THE JAPANESE EXPERIENCE OF WORLD WAR II
Time: Th 3:30-5:30 (and sometimes M 7:00-9:00)
Office Address: 304 Harris
Office Phone: 491-3406
Maximum Enrollment: 15

COURSE DESCRIPTION: This course is the first in a two-part series. The Chinese experience of WWII will follow in the spring. In the Winter-Quarter segment, the class will try to understand the Greater East Asian War as the Japanese saw it. We will begin by reading a general history of the war written from the Japanese point of view, which will give us the basic historical framework. We will then intersperse two other books by historians with reminiscences, memoirs, novels, and films. The reading list is heavy, so the course is not recommended for anyone with a particularly busy schedule. A graded, written exercise on the reading is given at the beginning of each class meeting. No previous knowledge about World War II is required, but a willingness to take active part in class discussion is.

IMPORTANT NOTE:
Each student must read the first half of The Rising Sun by John Toland (through Part 4) during the December break (available at Great Expectations now). A written, graded quiz will be given at the beginning of the first class.

PREREQUISITES: Permission of the instructor, mandatory attendance at first class, must pass quiz on The Rising Sun, no auditors, no P/N, no waiting list, availability on Monday evenings. Please hand the history department secretary (Harris 202) a 1-2 page statement by 5:00 p.m. on the Friday
before preregistration explaining why you want to take the course. Do not put your name on the paper - just write your social security number. I will select the class according to my judgment of the most thoughtful submissions. The class list will be posted before preregistration.

LEARNING METHOD: Books and films with follow-up written and oral discussion.

EVALUATION: Quiz average (50%) and my judgment of the quality of your oral contribution to the class (50%).

TENTATIVE READINGS:
Haruko Taya Cook & Theodore F. Cook, Japan at War.
John Dower, War Without Mercy.
Shusaku Endo, The Sea and Poison.
Masuji Ibuse, Black Rain.
Saburo Ienaga, The Pacific War.
Tadashi Moriya, No Requiem.
Tetsuro Ogawa, Terraced Hell.
Shohei Ooka, Fires on the Plain.
Michio Takeyama, Harp of Burma.
John Toland, The Rising Sun.

Jonathon Glassman
History C92-22 (Cross-listed as Humanities C02)
BANDITS, CRIMINALS AND OUTCASTS
Time: Wednesdays, and Fridays, 11 to 12:30
Office address: 323 Harris Hall
Office phone: 491 8963
Maximum enrollment: 15

COURSE DESCRIPTION: If the norms and laws of a given society are unjust, how do we draw the line between anti-social behavior and protest against oppression? Why has popular culture, from the myths of Robin Hood and Bonnie and Clyde to the new tradition of "Gangsta Rap," so often romanticized criminals as if they were fighters against injustice? Why is it that sentiments of exploitation and marginalization seem to result more often in criminal than in political behavior? If moral codes are historical creations and are therefore in constant flux, how can we be sure of their validity? In this interdisciplinary course we will read works from three continents, by historians, novelists, social scientists,
philosophers and some of the criminals themselves, to see how they have dealt with these problems.

PREREQUISITES: PERMISSION OF INSTRUCTOR. P/N NOT ALLOWED. ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING METHOD: Seminar format. Classes will be given over entirely to discussion, and it will be impossible to do well in this course without keeping abreast of the weekly readings. Please note: this course has a fairly heavy reading load. Students who are only vaguely interested in its stated themes, or who are unwilling or unable to commit substantial amounts of time to it, are advised to find some other course.

EVALUATION: Grades will be based on active participation in classroom discussions plus on written assignments. Each student will write four short papers (at 3-4 pages) on the readings, due in alternate weeks, plus a final paper exploring one of the seminar's themes at greater length (approx. 10-15 pages).

TENTATIVE READING LIST:
Eric Hobsbawm, Bandits or Primitive Rebels.
E.P. Thompson, Douglas Hay et al., Albion's Fatal Tree.
Dugmore Boetie, Familiarity is the Kingdom of the Lost.
Mark Twain, The Adventures of Huckleberry Finn.
Hannah Arendt, Eichmann in Jerusalem.
Richard Wright, Native Son.
Mike Davis, City of Quartz.
Robin D.G. Kelley, Race Rebels: Culture, Politics and the lack Working Class

Tessie P. Liu
History C92-24
CAPITALISM AND THE PURSUIT OF HAPPINESS
Time: Thursdays, 2:00 to 4:00
Office Address: 320 Harris
Office Phone: 491-3150
Maximum Enrollment: 15

COURSE DESCRIPTION: Does capitalism promote happiness? This
course focuses on European society from the eighteenth to the twentieth century to study how capitalism as an economic system has changed social and cultural life. To be examined are such controversies as how machines have transformed human labor, the role of entrepreneurs, the social meaning of abundance and problems of distribution, and the impact of consumer culture on personal expression. Most of the readings in this course are overtly polemical. The goal of the class is not only to learn about European industrialization, but also to examine how and why contemporaries and historians have disagreed so vehemently over the nature of capitalist society. We will scrutinize each of these perspectives for the coherence of their argument, their evidence, ideological assumptions.

PREREQUISITES: None

TEACHING METHOD: Primarily discussion supplemented by informational lectures. Weekly short papers (1-3 pp.) and one final paper (7-10 pp.). No Midterm or Final.

EVALUATIONS: Class participation, written work, and attendance.

TENTATIVE READING LIST:
Bernard Mandeville, The Fable of the Bees.
Adam Smith, The Wealth of Nations (selections).
Karl Polanyi, The Great Transformation (selections).
Michael Taussig, The Devil and Commodity Fetishism (selections).
Marshall Sahlins, "The Original Affluent Society."
Samuel Smiles, Self-Help (selections).
David S. Landes, The Unbound Prometheus: Technological Change and Industrial Development in Western Europe (selections).
Raphael Samuels, "The Workshop of the World: Steam Power and Hand-Technology in Mid-Victorian Britain."
Stephen A. Marglin, "What do bosses do? The Origins of Hierarchy Under Capitalism," and
David S. Landes, "What do bosses really do?"
E.P. Thompson, "Time, Work-Discipline and Industrial Capitalism."
Michel Foucault, Discipline and Punish (selections).
Karl Marx, 1844 Manuscripts and Capital (selections).
COURSE DESCRIPTION: This seminar will explore the problematic relationship between literati and intellectual elites and the bureaucratic state from the sixteenth to the twentieth centuries. Although half of the course will focus on the twentieth century, its purpose is to examine the broader patterns of "intellectual" and state interaction that persist to the present and help to shape the nature of post-Mao reform and dissent. We will explore the contradictory nature of the traditional intelligentry as an intellectual and local economic elite: they were dependent on the imperial state for status legitimation, but often struggled against state power when local interests were at stake. They were informed by the most noble Confucian calling to serve the benevolent state for the benefit of the "little people," but often consciously evaded that calling either because of economic concerns or because tyrannical government called for eremitic action. We will see how these patterns have persisted in the twentieth century. What have been the limits to intellectual autonomy? To what extent does the Chinese state need intellectuals? What factors have encouraged and prevented cooperation between dissenting intellectuals and worker and peasant protesters? Were these patterns visible in the recent Democracy Wall and Patriotic Democratic (1989) movements? Have these patterns changed over the century? What accounts for their persistence?

PREREQUISITES: Previous course work on China, preferably History B81, C81-1, or C81-2. Flexibility possible. Permission of instructor required. See Harris 207B for details.
TEACHING METHOD: Discussion.

EVALUATION: Discussion, short papers, presentations, long paper.

TENTATIVE READING LIST:
Wakeman, "The Price of Autonomy," Daedalus
Spence, The Gate of Heavenly Peace
Yue, To the Storm: The Odyssey of a Rev'y Chinese Woman
Schwarcz, The Chinese Enlightenment
Han, Cries for Democracy
Walder, "Political Sociology of Beijing Upheaval in 1989," Problems of Communism
Israel, The December Niners
Huang, "Plan for the Prince"
Mencius, The Book of Mencius de Bary, "Chinese Despotism and the Confucian Ideal" etc.

Carl Petry
History C92-26
EGYPT UNDER NASSER AND SADAT
Time: Wednesdays, 2:00-4:00
Office Address: Harris 104B
Office Phone: 491-7448
Maximum Enrollment: 15

COURSE DESCRIPTION: This will be a seminar-colloquium focusing on the background of the July 1952 Revolution and controversies surrounding the course of its development. We shall examine the major issues of the British Occupation, the Palace faction and the centrist Wafd party--in the context of their spiraling confrontation. We shall analyze the background of Gamal Abd al-Nasir and his associates (including Anwar al-Sadat) in order to pose a fundamental question: were these individuals committed to genuine social change or did they remain bourgeois capitalists, psychologically tied to the West? Subsequently, we shall examine Egypt's involvement with the Palestine Problem, dilemmas of economic growth and international alignments.

P/N NOT permitted. By permission of instructor only. Attendance at first class mandatory.
TEACHING METHOD: Discussion of issues and preparation of student papers.

EVALUATION: Assessment of papers and participation in discussion.

READING LIST:
J. Waterbury, The Egypt of Nasser and Sadat
M. Kerr, Rich and Poor Nations in the Middle East, The Arab Cold War

Most specialized reading will be based on works in the library, which will be placed on reserve. We shall examine several critical biographies of Nasser.

Robert Wiebe
History C92-27
PUBLIC ISSUES IN U.S. HISTORY, 1900-1950
Time: Tuesdays, 2:30-4:30
Office Address: 302 Harris
Office Telephone: 491-7557
Maximum Enrollment: 15

COURSE DESCRIPTION: This course offers an opportunity outside of departmental honors seminars to prepare a research paper from primary sources. It is designed in particular for juniors and seniors who will have no other opportunity to undertake such a project. It is also a chance for juniors who expect to enroll in an honors seminar to have a preliminary research experience. In order to complete a substantial piece of work in one quarter, you are obliged to select a topic from an approved list of subjects and to follow a precise schedule throughout the quarter: NO EXCEPTIONS. I will be consulting with each of you to see that you are on track and on schedule. The class will also meet as a whole, although not often at its scheduled time. Many of those class meetings will be packed into the week of Feb. 22-26, when you submit drafts of your papers. A willingness to meet evenings that week is a course prerequisite. In other words, the course requires a clear commitment: don't take it if you can't make it.

TEACHING METHOD: ATTENDANCE AT FIRST CLASS MANDATORY. Personal consultation, group discussion
EVALUATION: Research paper, discussion.

Nancy MacLean
History C92-28
HISTORICAL PERSPECTIVES ON THE WELFARE STATE
Time: Mondays, 2:00-4:00
Office Address: 201-C Harris Hall
Office Phone: 491-3154
Maximum Enrollment: 15

COURSE DESCRIPTION: This course will examine the development of the American welfare state and the ways historians have interpreted it. Readings and discussions will explore such topics as poverty policy, juvenile delinquency, housing, teenage pregnancy, and efforts to combat discrimination in employment. Particular attention will be devoted to the ways in which public institutions and policies have either challenged or reinforced hierarchies of power based on class, race, and gender. The reading load will be heavy; students not especially interested in the topic or willing to make the commitment the course's benefits presuppose should consider signing up for another class.

PREREQUISITES: Previous C-level course work in history required (exceptions permitted, but require permission of instructor before registration). No P/N registration allowed. There will be a required reading assignment for the first class, so pick up a syllabus after you register.

TEACHING METHOD: Discussion.

EVALUATION: Grades will be based on the quality of your participation in weekly discussions (30%); one-page "think" papers due at the beginning of class each week (30%); and a final 8-10 page paper that critically expands upon one of the featured weekly topics (40%).

TENTATIVE READING LIST:
Karl Polanyi, The Great Transformation
Fred Block, et al., The Mean Season
Linda Gordon, ed., Women, the State, and Welfare
Piven and Cloward, Regulating the Poor
Anthony Platt, The Child Savers
Stuart Strickland  
History C92-29/D92-21  
ROMANTICISM AND THE PUBLIC SPHERE  
Time: Wednesdays 3-5  
Office Address: Harris 103C  
Office Phone: 491-2753  
Maximum Enrollment: 15

COURSE DESCRIPTION: Jürgen Habermas' notion of the public sphere has aroused considerable interest among social and cultural historians in recent years. This seminar serves, in part, as a critical introduction to the conceptual framework developed in his Structural Transformation of the Public Sphere. We will begin by unearthing the roots of Habermas' theory in German idealist philosophy, particularly in Hegel's portrayal of the relations among the family, civil society, and the state. We will then delve into a deep body of recent historical scholarship on the institutions that came to characterize intellectual life during the romantic period, institutions such as universities, salons, popular journals, and learned societies. Throughout, we will consider how Habermas' framework has been and could be deployed and modified by scholars engaged in situating an account of intellectual and cultural change within emerging social and institutional environments.

PREREQUISITES: PRIMARILY FOR GRADUATE STUDENTS. PERMISSION OF INSTRUCTOR. Interested undergraduates should consult the instructor.

TEACHING METHOD: Seminar discussion.

EVALUATION: Bi-weekly essays, classroom presentations, participation in discussion.

TENTATIVE READING LIST:  
Hannah Arendt, Rahel Varnhagen: The Life of a Jewish Woman  
Shlomo Avineri, Hegel's Theory of the Modern State
Tessie P. Liu
History C92-30/D92-22

DEFINING AND TRANSGRESSING BOUNDARIES: QUESTIONS OF GENDER IN MODERN HISTORY

Time: Tuesdays: 2:00 to 4:00
Office Address: 320 Harris
Office Phone: 491-3150
Maximum Enrollment: 15

COURSE DESCRIPTION: This seminar introduces students to current scholarly research on the social construction of gender and sexual identities. The aim of the course is to explore critically how masculinity and femininity as well as heterosexuality are established as dominant norms by studying the behaviors, desires, and biological conditions that are
repressed and/or marginalized. Readings will touch upon such important themes as: the emergence of gender differentiated models of human biology in modern medicine; the power of gender inversions in social protest; the rise and articulation of homosexuality as a distinct sexual orientation; anthropological and historical perspectives on intersexuality. We will explore these various themes in relation to the central question of the seminar. Some prior familiarity with either gender analysis, women's studies, women's history, gay and lesbian studies, or history of sexuality is strongly encouraged, although not required. The methods and core readings are historically specific. The scholarship in this field, however, is strongly interdisciplinary. Participants from all disciplines are welcome. A variety of backgrounds will enliven our discussions.

PREREQUISITES: BY PERMISSION OF INSTRUCTOR ONLY.

TEACHING METHOD: Discussion and class presentations. Weekly short papers (1-3 pages) and one final paper (7-10 pages). No Midterm or Final.

EVALUATIONS: Class participation, written work, and attendance.

TENTATIVE READING LIST: (about a book or 4-5 articles a week)
Herculine Barbin: Being the Recently Discovered Memoirs of a Nineteenth-Century Hermaphrodite.
Judith Butler, Gender Trouble: Feminism and the Subversion of Identity.
Martin Duberman, Martha Vicinus, and George Chauncey, Jr. Hidden from History: Reclaiming the Gay and Lesbian Past (selected articles).
Epstein and Straub, eds. Body Guards: Cultural Politics of Gender Ambiguity (selected articles).
Gilbert Herdt, ed. Third Sex, Third Gender: Beyond Sexual Dimorphism in Culture and History (selected articles).
Esther Newton, Mother Camp.
Peter Sahlins, Forest Rites: Peasant Revolt and Popular Culture in Nineteenth-Century France.
Londa Schiebinger, The Mind Has No Sex?
and articles by Natalie Zemon Davis, Leonore Davidoff, Lynn Hunt, Dorinne Kondo, Tom Laqueur, Carol Pateman

Jock McLane
History C93-0
INDIAN RELIGIOUS REVIVAL: RESEARCH SEMINAR
Time: Thursday, 10:30-12:30
Office Address: Harris 316
Office Phone: 491-2848
Maximum Enrollment: 15

DESCRIPTION: New, powerful political and cultural movements have emerged with the express purpose of defining Indian culture as Hindu and of displacing the Congress and other "secular" parties in the electoral process. The purpose of this experimental discussion/writing seminar is to enable students with previous academic exposure to South Asia to do research on the phenomena of cultural self-assertion, based on Hindu, Islamic, and/or Sikh identities, in post-Independence India.

PREREQUISITES: History B85, Religion B20, or its equivalent. INSTRUCTOR'S PERMISSION IS REQUIRED. No P/N option. FIRST CLASS ATTENDANCE MANDATORY.

TEACHING METHOD: The class as a whole will discuss a short, common list of readings. Each student in consultation with the instructor will at the same time find an independent study project and, after reading relevant books and issues of India Today, the Political and Economic Weekly, etc., write a 15-20 page paper. Each student will report on the research to the class.

EVALUATION: The grade will be determined largely by the paper, but will be influenced by class participation.

TENTATIVE READING LIST:
Martin Marty and Scott Appleby(ed.), Fundamentalisms Observed
Peter van der Veer, Religious Nationalism: Hindus and Muslims in India

Roger Kittleson
History C96-0
COURSE DESCRIPTION: This course is an introduction to the history and aftermath of slavery in Latin America. Although the focus is on Brazil and the Caribbean, the course explores comparisons between the experiences of slavery, race, and racism throughout the Americas. We will analyse the day-to-day social relations of slavery—oppression and resistance—and conclude the course with a discussion of changes in race relations and racial politics after slavery's abolition.

This course was designed to meet the needs of students in the Latin American-Caribbean Studies minor, but is open to other students as well.

PREREQUISITES: Permission of instructor. Reading knowledge of Spanish or Portuguese helpful but not required.

TEACHING METHOD: Informal lectures and discussion.

EVALUATION: Based on active participation in discussion, one 5-7 page paper, and a longer term paper.

TENTATIVE READING LIST:
Carl Degler, Neither Black nor White
Miguel Barnet, ed., The Autobiography of a Runaway Slave
Hilary McD. Beckles, Natural Rebels
Verena Martinez-Alier, Marriage, Class and Colour in Nineteenth-Century Cuba
George Reid Andrews, Blacks and Whites in São Paulo, Brazil, 1888-1988
Course Packet
COURSE DESCRIPTION: Continuation of C98-1.

PREREQUISITES: C98-1 and permission of instructor. No P/N registration permitted.

TEACHING METHOD: Individual consultations and evaluations of draft essays.

EVALUATION: Grades based on final essays.

TENTATIVE READING LIST: TBA
Richard Kieckhefer  
Department of Religion, A01-6  
FICTIONAL LIVES OF CHRIST  
Office Address:  1940 Sheridan Road  
Phone: 492-2614  
Expected Enrollment: 15  

COURSE DESCRIPTION: Rich as they are in certain kinds of material, the four canonical gospels of the New Testament leave gaps in the story and provide considerable room for speculation about Jesus' life—and from early centuries up to our time novelists, short story writers, playwrights, and poets have busied themselves with filling the gaps. We will examine various kinds of fictional life of Christ and discuss the various ways they transform the image of Jesus to support their own ideological and artistic programs.  

TEACHING METHOD: Seminar discussion.  

EVALUATION: Grades will be based on class participation and on a series of three papers.  

READING LIST: (Available at Norris Bookstore)  
Plus a packet of photocopies, available in the Religion Department office.  

Benjamin Sommer
An introduction to the types of writings found in the anthology of ancient Israelite literature known variously as the Hebrew Bible or the Old Testament. Topics discussed include: the ancient Near Eastern context of Israelite writing; major themes of the Hebrew Bible; modern approaches to understanding this anthology; the composition of the various biblical books; important circles in ancient Israelite religion (the prophetic movement, the priesthood, the wisdom schools) and their relation to specific books and to the development of biblical thought.

Required texts:

(1) The Tanakh: A New Translation according to the Masoretic Text (The Jewish Publication Society, 1985).
(2) Michael Fishbane, Text and Texture (Schocken, 1979).
(3) Norman Habel, Literary Criticism of the Old Testament (Fortress, 1971).
(7) Course pack.
base in the teachings of the Buddha in India as well as in the thought of later Buddhist thinkers. From this perspective, the course examines central themes in Buddhist thought about human existence, the gods, and cosmology. The first half of the course also studies the early history of Buddhism, focusing on its origins in India and its expansion in South and Southeast Asia. The second half of the course studies the various branches of Buddhism, including the Theravada, the Mahayana and the Tibetan schools of Buddhism. Finally, time permitting, the course examines briefly the place of Buddhism in the modern world.

PREREQUISITES: None

EVALUATIONS: Several methods will be used to establish grades for the course: two exams—a mid-term and a final, short quizzes on the readings for the discussion sections, and an optional paper.

READINGS: (Tentative Listing)
  deBary, The Buddhist Tradition in India, China and Japan.
  Rahula, What the Buddha Taught.
  Murcott, The First Buddhist Women.
  Babbitt, The Dhammapada.
  Kasulis, Zen Action, Zen Person.
  Lhalungpa, The Life of Milarapa.
historical relationship of Islam to Judaism and Christianity.

Introduction to Islam provides a broad understanding of the essentials of the Islamic faith, relating contemporary tendencies to the religion's long historical development. Beginning with the Qur'an, the sacred scripture of Islam and the life of the Prophet Muhammad as model for Muslim behavior, the course moves on to examine the basic "five pillars" of Islam, the rituals of the faith and what they mean for daily life. Next, we look at two contrasting but complementary expressions of the faith: the shari'a--the legal way, and tasawwuf--the mystical way. Finally we look at the problems Muslims face in the present day as they try to remain true to an ancient faith and struggle with the challenges of modernity.

PREREQUISITES: None. Attendance at first class mandatory.

TEACHING METHOD: Lectures and mandatory discussion groups.

EVALUATION: Mid-term and final exams.

READING LIST:
  a) Prescribed
  b) Recommended

Cristina Traina
Department of Religion, C02-0
CHRISTIAN ETHICS
Time: TTh, 9:00-10:20
Office Address: 1940 Sheridan Road
Phone: 491-5488
Expected Enrollment: 30

COURSE DESCRIPTION: The focus will be on contemporary
approaches to Christian ethics. We will begin with an overview of these approaches to Christian ethics, with some attention to their historical background, and then move to discussions of guidelines for ethical analysis and action which have been proposed by representative Roman Catholic, mainline Protestant, and conservative evangelical moralists. Topics to be discussed include work and the economy, war and military intervention, sexuality, and abortion.

PREREQUISITES: One course in philosophy or a western religious tradition, or junior standing, or permission of instructor. No P/N.

TEACHING METHOD: Discussion and some lecture.

EVALUATION: Midterm examination, final paper, class participation.

READINGS:
J. Philip Wogaman, Christian Ethics: A Historical Introduction
Selections from scripture, church documents, scholarly writings, and Christian popular literature

Dr. Ananda W. P. Guruge (Visiting Professor from Sri Lanka)
Department of Religion, C24
BUDDHISM IN THE MODERN WORLD:
Response to Demands and Challenges of Modernity
Time: MF, 2-3:30
Office Address: 1940 Sheridan Road
Phone: 491-5488
Expected Enrollment: 25

COURSE DESCRIPTION: This course examines the traditional beliefs and practices of Buddhism in general and the ways it has undergone change and reform in the twentieth century. We will focus on the role of Theravada Buddhism in Sri Lanka and Southeast Asia in the evolution of modern political, social, educational and religious institutions and organizations. In comparison, we will study trends and consequences of "the Buddhist Diaspora" with special emphasis on the spread of Zen, Ch'an and Tibetan traditions in the West. The stress
will be on how Buddhism has responded to new demands and challenges especially in relation to survival and development, peace, environment, role of women and interaction with political ideology and other religions.

PREREQUISITES: None.

The student's grade for this course will be based on three factors: exams, a paper and class participation. There will be two exams--a mid-term and a final; and a 10-12 page paper which will be due at the beginning of exam week. Topics for the paper will be discussed in class, but generally will involve some aspect of Buddhism and its response to demands and challenges of modernity.

READINGS:
Guruge, An Agenda for the International Buddhist Community.
Gombrich, Theravada Buddhism.

About the Instructor: Dr. Guruge is a distinguished diplomat and scholar. He has served as Ambassador to France, Spain and the U.S. He has also been an Ambassador to the United Nations. He is the author of numerous books and articles on Buddhism, focusing particularly on the areas that will be dealt with in this course.

John Cha
Department of Religion, C38
CENTRAL IDEAS OF MAHAYANA BUDDHISM
Time: TTH 1:00
Expected Enrollment: 30
Office Address: 1940 Sheridan Road
Phone: 491-5488

COURSE DESCRIPTION: A systematic investigation of the development of the central doctrines in Mahayana Buddhism. We will examine the origin and development of Mahayana doctrine in India and its transmission and interpretations in both East Asia and Tibet. Students are expected to develop a keen understanding of the basic doctrines in Indian Mahayana
and be able to analyze their developments and/or divergences in the other two cultures. Emphasis will be placed on the various philosophical articulations of doctrine as well as their embodiment in spiritual practices. The structure of the class will be one of lecture and discussions.

REQUIREMENTS: Requirements for the course include one five-page essay and a final term paper (appx. fifteen to twenty pages). The first paper will be a general exposition of Indian Mahayana philosophy. The final paper will incorporate the first as a general introduction to the topic chosen. Active participation will figure in the final grade.

READINGS: T.B.A.

Cristina Traina
Department of Religion, C50-0
TOPICS IN RELIGION: FEMINIST ETHICS
Time: M W, 2:00-3:20
Office Address: 1940 Sheridan Road
Phone: 491-5488
Expected Enrollment: 15

COURSE DESCRIPTION: The course is an introduction to feminist ethics through the reading of important works in feminist moral thought. We will explore, among others, the following questions: What are the sources and inspirations for feminist ethics? What are the differences among the varieties of feminist ethics? What special light do feminist insights shed on specific areas of moral concern (e.g. ecology, racial oppression, medicine)? In response to student requests, three sessions will be spent on ecofeminism.

PREREQUISITES: One course in philosophy, religion, or women's studies, or permission of instructor. No P/N.

TEACHING METHOD: Discussion.

EVALUATION: Class participation, preparation of one analytical reflection paper for class discussion, final paper (15-20 pp.).

READINGS:
Manfred Vogel  
Department of Religion, C52-0  
TOPICS IN JUDAISM: THOUGHT OF MARTIN BUBER  
Time: M, 1-3:30  
Office Address: 1940 Sheridan Rd.  
Phone: 491-5488  
Expected Enrollment: 25  

COURSE DESCRIPTION: The class will undertake to examine in depth Buber's distinction between the I-Thou and the I-It perspectives (as formulated in I and Thou) and on this basis pursue its application to the various cultural and social disciplines, as for example history of philosophy, ethics, esthetics, history of religions, mysticism, biblical Hasidism, psychology, sociology.  

METHODS OF EVALUATION: There will be a required term paper; no examinations.  

READINGS: (Available at SBX)  
Martin Buber, I and Thou.  
Maurice Friedman, Life of Dialogue: The Philosophy of M. Buber.  
Special reading in connection with paper.  

Jacob Lassner  
Department of Religion: C57  
JEWISH TRADITION IN ISLAM  
Time: TTH 1-2:30  
Office Address: Harris Hall, Rm. 210  
Office Phone: 491-5488  

COURSE DESCRIPTION: This course describes how biblical and postbiblical themes are reshaped by Muslim religious
tradition to accommodate contemporary values in newly defined concerns. These concerns reflect on matters of group identification, boundaries vis a vis other religions, and gender related boundaries -- That is changing world views. The comparison of Jewish and Muslim sources also indicates the manner in which cultural artifacts are transferred back and forth in two religious civilizations that share a common monotheist history but nevertheless compete for sacred space. The material thus serves to explain how a shared past history (the biblical world) gives rise to conflict as well as mutual respect.

TEACHING METHOD: Lecture and Discussions.

READINGS:
The Bible
The Qur'an
Coursepack of selected translated texts from Hebrew, Aramaic and Arabic and secondary sources.

Richard Kieckhefer
Department of Religion, C61-1
FOUNDATIONS OF TRADITIONAL CHRISTIAN THOUGHT
Office Address: 1940 Sheridan Road
Phone: 492-2614
Expected Enrollment: 20

COURSE DESCRIPTION: This course will examine the central issues in traditional (pre-Enlightenment) Christian thought. We will begin with two works that show Christian thinkers struggling with theological issues that arise largely from their own experience: St. Augustine's Confessions and Julian of Norwich's Showings. Then we will examine the teachings on God, Christ, and justification set forth by further writers in the Eastern and Western Churches. We will also ask how modern and contemporary Christian theology has criticized and reinterpreted traditional notions.

TEACHING METHOD: Seminar discussion.

EVALUATION: Grades will be based on class participation and on two papers.

READING LIST: (Available at Norris Bookstore)


Pseudo-Dionysius, photocopied excerpts from The Divine Names and Mystical Theology.

St. Anselm, Basic Writings, trans. S.N. Deane (LaSalle, Ill.: Open Court, 1962).

Thomas Aquinas, photocopied excerpts from the Summa Theologiae.


Muhammad S. Eissa, Ph.D
Department of Religion, C 89-7
Major Sources of Islam: Qur'an and Hadith
Time: W 3-5:30
Office: 1859 Sheridan Rd., Kresge Rm. 360
Phone: 491-5288
Expected Enrollment: 8

Course description:
This course will examine the two basic and most revered sources of the religion of Islam: Qur'an and Hadith. While Qur'an is, according to Muslim belief, the very word of god which Prophet Muhammad received via the Angel Gabriel by way of revelation, Hadith is the combined collections of sayings and deeds of the Prophet Muhammad himself. Both Qur'an and Hadith were subjected to extensive and thorough critical studies by Muslim and non-Muslim scholars alike. Islamic faith, jurisprudence, ethics, cosmology and socio-political behavior are dependent on the way the Qur'anic verse(s), Hadith quotation(s) or a combination of both are interpreted. Close and in-depth studies of Qur'an and Hadith have developed unique methodologies and laid the foundations for special branches of knowledge "sciences" labeled as -- 'ulum al-Qur'an and 'ulum al-Hadith -- which provide means and criteria for examining and interpreting those fundamental
sources. This course will explain those special sciences and familiarize students with the manner and approach applied by scholars and students of Islamic studies. The study of Qur'an and Hadith will aim at conducting general examination of the nature of those sources, their history, methods of composition and collection, proof of their authenticity and the extent to which affect Islamic world-view. Students will have the chance to develop research projects in which the exercise and demonstrate their intellectual curiosity and academic ability to examine Qur'an and Hadith as major sources of certain Islamic issues.

Teaching method:
Lecture/discussion based on assigned readings in a seminar format.

Evaluation:
Students will choose two topics, in consultation and approval of the instructor, one on Qur'an and one on Hadith and develop two term papers 8-10 pages each. Each paper is to be developed in 2 stages where the final stage will represent 50% of the final grade.

Prerequisite:
Any course related to Islamic history, religion, societies or the consent of the instructor.

Required textbooks:
2. Ali, Yousef: The Qur'an Text, Translation and Commentary.(various printings and publications)
5. Siddiqi, Muhammad Zubayr: Hadith Literature, Islamic Text Society, 1993
Michael Williams  
European Thought and Culture B15-0  
THE BIRTH OF MODERNITY  
Time:  TTH 10:30-12  
Office Address:  1812 Hinman  
Phone:  491-3656 or 491-2554  
Expected Enrollment:  50

COURSE DESCRIPTION:  A study of some of the main currents in 17th century thought, seen in their historical context. We shall pay special attention to the breakup of the medieval view of the cosmos under the impact of the scientific revolution, tracing the implications of this breakup for philosophy, political theory, and the arts. Other significant developments to be considered will include the transformation of the medieval realm into the modern European state, the effects of the wars of religion and the beginnings of the modern economy.

TEACHING METHOD:  Lecture/discussion

READINGS:  From primary and secondary sources
M. Eissa  
AAL AO5-1,2.3  
ARABIC I  
Office: Kresge Hall 356  
Phone: 491-5288  
Expected enrollment: 20

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.

TEXTBOOKS: See this quarter syllabus
Hans Wehr, A Dictionary of Modern Written Arabic  
David Cowan Modern Literary 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%).

TEXTBOOK: Elementary Modern Standard Arabic, part II.  
Hans Wehr, A Dictionary of Modern Written Arabic

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.

READINGS: Intermediate Modern Standard Arabic

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 1 (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 oral drills, 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
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 A01-1,2,3 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 (Academion, 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 AOI-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.

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 AO2-3. 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
JAPANESE I
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 the intermediate course, AAL 16, which in turn leads to advanced Japanese 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. An accompanying set of tapes is designed to strengthen proficiency in listening comprehension, reading Japanese text, and fluency in speaking. The class meets five days a week.

EVALUATION: Class participation, weekly quizzes, handwriting, weekly assignments, final examination, and class
attendance are taken into account in determining a grade for each student.

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 intermediate Japanese. It is designed to develop students' mastery of modern Japanese, as a continuation of Japanese I. Reading, writing and speaking skills will all 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 vocabulary practice drills, contextual conversation practice and exercise would follow. Students are expected to learn approximately 15 new Kanji each week. Classes will be conducted mainly in Japanese.

EVALUATION: Classroom participation, weekly quizzes, weekly assignments and a final examination 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
Office: Kresge Hall 367
COURSE DESCRIPTION: This is the third year course which covers advanced intermediate to advanced level Japanese. The yearlong course is designed to increase the students' ability in reading, writing, speaking and listening comprehension. 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 second year intermediate Japanese (AAL A16) or (with permission of instructor) its equivalent.

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 356
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.

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:

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.

REQUIRED TEXTS:
(this dictionary will be borrowed from the instructor:)
Other texts provided by instructor

RECOMMENDED TEXTS:

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
AAL A25-1,2,3
KOREAN I
Office: Kresge 338
Phone: 467-1350
Expected enrollment: 16

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 suggested 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.

TESTBOOK: Korean I (by Korea University)
Korean Conversation I (by Korea University)

Eunmi Lee
AAL A25-1,2,3
KOREAN I (Intermediate)
Office: Kresge Hall 338
Phone: 467-1350
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 advance.
TEACHING METHOD: Class participation is strongly encouraged. After the instructor's lecture, students are suggested to elaborate on the vocabulary, grammar pattern, or given dialogue. Also various kinds of reading materials will be given and writing exercises will be followed. 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.

TESTBOOK: Korean I (by Korea University)
Korean Conversation I (by Korea University)
0434 Linguistics

Michael Broe
Winter 1994-95
Linguistics D04-1
PHONOLOGICAL ANALYSIS I
Time: MW 11-12:30
Office Address: 2016 Sheridan Road, Rm. 16
Phone: 491-5778
Expected enrollment: 15

COURSE DESCRIPTION: Phonology is the study of the sound patterns of language. In this course, we will develop the concepts and formalism used in modern phonological theory. By analyzing examples from various languages, we will explore syllable structure, stress, and distinctive feature decomposition of phonemes. The students will learn how to argue for phonological rules and how to formalize them.

PREREQUISITES: Linguistics C16 or permission of instructor.

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 take-home final.

READINGS: TBA

Beth Levin
Winter 1994-95
Linguistics D26
Advanced Lexical Semantics
Time: TTh 10:30-12
Office Address: 2016 Sheridan Road, Room 19
Phone: 491-8050
Expected Enrollment: 15
COURSE DESCRIPTION: This course introduces current research in lexical semantics. The first part of the course will focus on the organization of the English verb lexicon and on various approaches to lexical semantic representation. The second part of the course will be topic oriented; likely topics include lexical aspect and unaccusativity.

PREREQUISITES: Linguistics C05 and Linguistics C06 or permission of the instructor.

TEACHING METHODOLOGY: Lectures and discussion.

EVALUATION: Regular assignments and a paper.


Beatrice E. Santorini
Winter 1994-95
Linguistics B06, Section 20
FORMAL ANALYSIS OF WORDS AND SENTENCES
Time: TTh 3-4
Office Address: 2016 Sheridan Road, Room 12
Phone: 491-8054
Expected Enrollment: 120

ATTENDANCE AT FIRST CLASS MANDATORY
REGISTRATION FOR A DISCUSSION SECTION MANDATORY

COURSE DESCRIPTION: This course introduces grammatical principles that govern the structure of words (morphology) and sentences (syntax) in human languages around the world. The aim of the course is to develop your appreciation for both the variation found in human languages and the essential unity underlying that variation, and to strengthen your skills in analytic reasoning through the study of linguistic patterns. Lectures, assignments, and tests will use examples from English as well as 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 satisfies the CAS Area II Distribution Requirement in Formal Studies.

PREREQUISITES: None.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION: Grades will be based on three exams and several short in-class quizzes. Homework will be assigned regularly; it will not be graded.

TEXT: Reading packet.
Steven Pinker. The Language Instinct. Morrow.

William Stone/ Karen Duchaj
Winter 1994-95
Linguistics B09 Sec. 20
LANGUAGE AND SOCIETY
Time: MWF 11
Office address: 2016 Sheridan Road, Room 25
Phone: 491-5776
Expected Enrollment: 80

ATTENDANCE AT FIRST CLASS MANDATORY
COURSE DESCRIPTION: This course examines the manner in which relationships and structures in society are reflected in language use, language policy and sometimes even in the structural and lexical features of language. We will examine how and to what extent language regulates and influences human social interaction, and how language is influenced by such interaction. The course will address questions such as: How does language vary by sex, social level, region and other factors? Can language be an instrument of domination in society and if so in what manner? We will examine these and similar questions in light of the findings of sociolinguistics and related disciplines.

PREREQUISITES: None.
TEACHING METHOD: Lectures and readings. Class discussion will be encouraged.

EVALUATION: Midterms and final exam.

READINGS: TBA

Claude Steinberg
Winter 1994-95
Linguistics C80 Sec. 21
ENGLISH IN THE UNIVERSITY: CONVERSATION AND FLUENCY
Time: MW 4-5:30
Office Address: 2016 Sheridan Road, Room 32
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; this section of C80 focuses on fluency and comprehensibility in conversation. This class can serve as helpful preparation for oral proficiency exams, professional presentations, and teaching assistant assignments.

P/N registration is strongly encouraged.

PREREQUISITES: None.

TEACHING METHODOLOGY: discussion, oral presentations, emphasis on class participation.

READINGS: TBA

Judith N. Levi
Winter 1994-95
Linguistics C80 Sec. 20
ENGLISH IN THE UNIVERSITY: PROFESSORSHIP
Time: TTh 4-5:30
Office Address: 2016 Sheridan Road, Room 30
Phone: 491-5776
Expected enrollment: 15
COURSE DESCRIPTION: For international graduate students who are non-native speakers of English. The theme of this section is "Professorship"—what it takes to become an effective teacher in the classroom and in other university settings (e.g., laboratories). Taught by a professor with 22 years of teaching experience, the course will provide training in a range of practical skills for classroom teaching as well as some background in learning theory. In terms of language skills, this discussion-oriented course emphasizes developing greater fluency and comprehensibility in conversation.

P/N registration is strongly encouraged.

PREREQUISITES: None.

TEACHING METHODOLOGY: Discussion, oral presentations, emphasis on class participation.

READINGS: TBA

Joyce Kleckner-Gatto
Winter 1994-95
Linguistics C81
ADVANCED ENGLISH IN THE UNIVERSITY
Time: MW 12-1:30
Office Address: 2016 Sheridan Road, Rm. 32
Phone: 491-8059
Expected enrollment: 15

COURSE DESCRIPTION: For international graduate students who are non-native speakers of English. This course focuses on written argumentation skills and all aspects of academic writing. The class is tailored to the needs of the students enrolled at the time, and work on assignments for other classes, research papers, and thesis chapters is incorporated into the class plan.

P/N registration is strongly encouraged.

PREREQUISITES: None.

TEACHING METHOD: Lectures; emphasis on class participation.
Michael Broe  
Winter 1994-95  
Linguistics B07  
SOUND PATTERNS IN HUMAN LANGUAGE  
Time: MW 3-4:30  
Office Address: 2016 Sheridan Road, Rm. 16  
Phone: 491-5778  
Expected Enrollment: 60

ATTENDANCE AT FIRST CLASS MANDATORY  
REGISTRATION FOR A DISCUSSION SECTION MANDATORY

COURSE DESCRIPTION: This course introduces students to the formal analysis of the sound systems of human language. The course includes phonetics (the analysis of sounds in terms of their physiological and acoustic properties) and phonology (the study of sounds in terms of their cognitive and symbolic function). Illustrative material will be drawn from a digitized database of sounds from 90 languages.

This course joins Linguistics B06 and our new course on meaning, Linguistics B05, in constituting 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 to the major and minor in Linguistics. Linguistics B07 also satisfies the CAS Area II distribution requirement in Formal Studies.

PREREQUISITES: None.

TEACHING METHOD: Lecture and discussion with class participation expected. Students must attend first class and keep up from class to class. Missing a class or postponing homework will put the student seriously behind. Regular homework required.

METHOD OF EVALUATION: Homework assignments, a midterm, and a final exam.
COURSE DESCRIPTION: This course is an introduction to non-truth conditional meaning and examines the role of context in utterance production and interpretation. Topics to be covered include implicature, presupposition, and speech acts.

PREREQUISITES: Linguistics B05 or B06, or permission of instructor.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Grades are based on three components: exams, assessments, and a paper.

READING LIST: Text and Reading packet.

COURSE DESCRIPTION: The objective of this course is to introduce students to the assumptions and goals of generative grammar, specifically Chomsky's Government-Binding framework. Students will become familiar with major structures, their analysis, and their relevance to syntactic theory. Students will begin to acquire the background and skills necessary to read professional literature in syntax.

PREREQUISITES: Linguistics C06 or permission of the instructor.
TEACHING METHOD: Lecture and discussion.

METHOD OF EVALUATION: There will be regular assignments, a take-home midterm and a take-home final.


Gilbert Krulee
Linguistics C46
Spring Quarter 1994-95
COMPUTERS AND LINGUISTIC ANALYSIS
Time: MWF 9
Office Address: 2016 Sheridan Road, Room 21
Phone: 491-8048
Expected Enrollment: 30

COURSE DESCRIPTION: The use of computers in language analysis. Introduction to symbol manipulation on a computer using either the LISP or LOGO programming language. Applications to linguistics and text analysis, indexes, concordance construction, grammatical analysis, translation, and question answering systems.

PREREQUISITES: This course is intended for anyone interested in the use of computers to process language. Some experience with a computer will be particularly helpful.

TEACHING METHOD: Three lectures per week. Lecture and class discussion.

METHODS OF EVALUATION: Some computer assignments. A midterm and a final exam plus a project of the student's own choosing.
TEXT: Notes and assigned papers.

Beatrice Santorini
Winter 1994-95
Linguistics C17
LANGUAGE VARIATION
Time: TTh 9-10:30
Office Address: 2016 Sheridan Road, Room 12
COURSE DESCRIPTION: This course is concerned with variation in language structure and the use as it correlates with geographical regions, social groups, and historical periods. Among the questions that we will discuss are:

1) How "broad" is linguistic variation? Does it characterize the usage of individual speakers or only the aggregate usage of entire speech communities?
2) How "deep" is linguistic variation? Are all the elements of a grammar equally susceptible to variation?
3) Does linguistic variation serve a purpose? Why is linguistic variation so often condemned by prescriptivists? Has it always been condemned?
4) What is the source of linguistic variation? Can it arise spontaneously, or is it always the result of external factors such as language contact?
5) How is linguistic variation related to variation in the communication systems of other species?

PREREQUISITES: Linguistics B06 or B07

TEACHING METHOD: Lecture and discussion

EVALUATION: Several short in-class quizzes. Presentation of a course reading. Term project (10-15 pages); presentation of term project.

REQUIRED TEXT: Reading packet.
how stereotypes and attitudes toward racial, ethnic and
gender groups are represented linguistically in conversation,
storytelling, and the media and we will propose ways of
analyzing prejudiced discourse. We will also discuss the
notion of "Political Correctness" as a case study of the
reactions to hate speech, speech codes and freedom of speech.

PREREQUISITES: None.

TEACHING METHODS: Discussion.

READINGS:  Discourse and Discrimination
Geneva Smitherman-Donaldson and Teun van Dijk, 
eds.
Debating P.C.
Paul Berman, ed.

Rae Moses
Linguistics C98
Winter Quarter 1994-95
UNDERGRADUATE SEMINAR IN LINGUISTICS
Time: TBA
Office Address: 2016 Sheridan Road, Rm. 14
Phone: 491-8053
Expected Enrollment: 10

COURSE DESCRIPTION: Seminar for majors in the department.

PREREQUISITES: By invitation of the department or the
instructor.

TEACHING METHODS: TBA

READINGS: TBA

Gregory Ward
Linguistics D29
Winter Quarter 1994-95
ADVANCED PRAGMATICS
Time: W 6-9 pm
Office Address: 2016 Sheridan Road, Rm. 23
Phone: 491-8055
Expected Enrollment: 5-10
COURSE DESCRIPTION: A course in advanced pragmatics, focusing on reference and the discourse functions of syntax.

PREREQUISITES: Linguistics C29, or permission of instructor.

TEACHING METHOD: Discussion

EVALUATION: Research paper.

READINGS: Reading packet.
Winter 1994-95 Course Descriptions

0435 Mathematics

Michael Sullivan
Mathematics A04
GAMES AND FALLACIES
Time: MWThF 10:00-10:50
Office Address: Lunt 205
Phone: 491-5559
Expected Enrollment: 25

COURSE DESCRIPTION: This course is designed for nonscience students who may never have seen the charm of pure mathematical play or the spirit of mathematics applications. The subject matter will include (1) number puzzles and games, leading to more sophisticated number systems and some of their applications (like the integers module n, and codes); (2) conceptualizing ordinary numbers: large and small numbers, estimation, infinity; and (3) examples of (and remedies for) common erroneous uses of division in ratios, proportions, percentages, probability.

TEACHING METHOD: Three discussion sessions (MWF) and one quiz section (Th) per week, the former for discussing subject matter, the latter for exercises, quizzes and exams.

TEXT: Paulos, Innumeracy

RELATED READINGS: W.W.R. Ball, Mathematical Recreations and Essays; Dudeney, Canterbury Puzzles

Michael Barratttt
Mathematics A11
SURVEY OF MODERN MATHEMATICS
Time: MTWF 2-2:50
Office Address: Lunt 303
Phone: 491-5598
Expected Enrollment: 35

TEACHING METHOD: Three lecture-discussion sessions (MWF) and a quiz section (T). Class presence is necessary.

EVALUATION: The grade will be based on homework, quizzes, a midterm exam, and a final exam.

TEXT: Cozzens and Porter, Mathematics and Its Applications

Staff
Mathematics B10-2
MATHEMATICS FOR THE BEHAVIORAL SCIENCES
Time: MTWF 10-10:50, 2-2:50
Phone: 491-3298
Expected Enrollment: 35

COURSE DESCRIPTION: An introduction to differential and integral calculus with applications. The course focuses on: 1) the various differentiation techniques, maximum and minimum problems, and related rates; 2) the concept of integration, area between two curves, and techniques of integration. We apply these techniques to solve problems arising out of applications in behavioral and social sciences, for example, maximizing profit, decay rates, etc.

PREREQUISITES: Three years of high school mathematics.

TEACHING METHOD: Three lectures and a tutorial per week.

EVALUATION: The student's grade is based on two midterms, a final and quizzes.

TEXT: Bittinger, 4th ed. Calculus

Staff
Mathematics B14-1,2,3
CALCULUS
Time: (see Winter Quarter Time Schedule)
Phone: 491-3298
Expected Enrollment: 40-60 per section

COURSE DESCRIPTIONS:

B14-1  Coordinate systems, slope of a line, equations 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, 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 vector functions, tangent to a curve, velocity and acceleration, arc length, functions of several (especially 2) variables, partial derivatives, tangent plane, directional derivative and gradient, chain rule for partial derivatives, max-min problems, Lagrange multipliers.

TEXT (B14-1,2,3): Edwards & Penney, Calculus and Analytic Geometry (4th edition)

PREREQUISITES: See the requirements and recommendations in the mathematics section of Undergraduate Study.

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 (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 performance 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, 12-12:50
Phone:  491-3298
Expected Enrollment:  30-50 per section


PREREQUISITES:  B14-3


Staff
Mathematics B17-0
SEQUENCES AND SERIES, LINEAR ALGEBRA
Time:  MTWF 10-10:50, MWThF 12-12:50, 2-2:50
Phone:  491-3298
Expected Enrollment:  25-35 per section

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
TEXT:  Edwards and Penny, Calculus and Analytic Geometry (3rd edition), Evens, A Brief Introduction to Linear Algebra

Staff
Mathematics B20-2
ACCELERATED CALCULUS OF SEVERAL VARIABLES
Phone:  491-3298
Time:  MWThF 12-12:50
Expected Enrollment:  35 per section
COURSE DESCRIPTION: Mathematics B20 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.


PREREQUISITES: Mathematics B20 is an accelerated course which is intended for freshmen who have studied calculus of one variable in high school and have achieved good grades in the subject.

TEACHING METHOD: Three lectures (MWF) and one quiz section (Th) per week.

EVALUATION: The student's grade in each quarter will be based on six quizzes, two midterm exams, and a final exam.

TEXT: Edwards and Penney, Multivariable Calculus with Analytic Geometry, Department notes on linear algebra, and a suitable text on differential equations

Staff
Mathematics B21-0
DIFFERENTIAL EQUATIONS
Phone:  491-3298
Time:  MTWF 1-1:50, 2-2:50
Expected Enrollment: 50 per section

COURSE DESCRIPTION: First order equations, linear second order equations, first order systems of equations, series solutions.

PREREQUISITES: B17

TEACHING METHOD: Three lectures and one quiz section.

EVALUATION: Weekly quizzes, two hour-long exams, final examination, periodic evaluation of homework assignments.

TEXT: Boyce and Deprima, Introduction to Differential Equations

John Franks
Mathematics B90-2
HONORS COURSE - FIRST YEAR
Time: MTWF 11-11:50
Office Address: Lunt B18
Phone: 491-5548
Expected Enrollment: 15

COURSE DESCRIPTION: A continued study of calculus of functions of one and several variables with emphasis on rigor.

PREREQUISITES: B90-1 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, quizzes and homework.


Michael Barratt
Mathematics B91-2
HONORS COURSE FOR SCIENTISTS, FIRST YEAR
Time: MTWThF 11-11:50
Office Address: Lunt 303
Phone: 491-5598
Expected Enrollment: 35-40

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 B92-2
HONORS COURSE FOR SOCIAL SCIENCE
Time: MTWF 2-2:50
Office Address: Lunt 201
Phone: 491-5557
Expected Enrollment: 40

PREREQUISITES: Admission to Mathematical Methods in the Social Sciences

Elton Hsu
Mathematics C04-0
GAME THEORY
Time: MWThF 2-2:50
Office Address: Lunt B7
Phone: 491-8541
Expected Enrollment: 40

COURSE DESCRIPTION: An introduction to game theory. Selected topics: noncooperative games, matrix games, optimal strategies, cooperative games. For students in mathematics, probability, and the social sciences that have completed the calculus sequence.

PREREQUISITES: Math B17.

TEACHING METHOD: Lectures, class discussions, problem sessions.

EVALUATION: Hour exams, quizzes, final exam.
George Gasper  
Mathematics C10-2  
INTRODUCTION TO REAL ANALYSIS  
Time: MTWF 1-1:50  
Office Address: Lunt 222  
Phone: 491-5592  
Expected Enrollment: 25  

COURSE DESCRIPTION: Differentiation, Riemann integration, sequences and series of functions, Weierstrass approximation theorem, power series, special functions, Fourier series, functions of several variables.  

PREREQUISITES: C10-1 or permission of the department. P/N is allowed.  

TEACHING METHOD: Lectures, discussions, homework, and problem sessions.  

METHOD OF EVALUATION: Quizzes, midterm, and final exam.  

TEXT: S. G. Krantz, Real Analysis and Foundations  

Donald Saari  
Mathematics C13-1  
CHAOTIC DYNAMICAL SYSTEMS  
Time: MTWF 9-9:50  
Office Address: Lunt B4  
Phone: 491-5580  
Expected Enrollment: 10  

COURSE DESCRIPTION: The purpose of this course is to introduce concepts of chaotic phenomena that arise in deterministic dynamical systems. Both theoretical topics and practical examples will be given. Students will be encouraged to develop outside projects using material learned in this course.  

PREREQUISITE: Math B17.
TEACHING METHOD: This course will be taught in a lecture-discussion format. One week advanced notice is provided for all hour examinations.

TEXT: A First Course in Chaotic Dynamical Systems, R.L. Devaney (Addeson-Wesley 1992)

Daniel Tataru
Mathematics C16-0
FOURIER SERIES AND BOUNDARY VALUE PROBLEMS
Time: MTWF 2-2:50
Office Address: Lunt 211
Phone: 491-5573
Expected Enrollment: 20

COURSE DESCRIPTION: Partial differential equations, separation of variables, Fourier series, orthogonal expansions, integral transforms, boundary value problems, Bessel functions, Legendre polynomials, applications.

PREREQUISITES: B21 or consent of department.

TEACHING METHOD: Three lectures and one quiz section per week.

EVALUATION: Quizzes, midterm, and final exam.


Robert Welland
Mathematics C17-2
EXPERIMENTAL MATHEMATICS
Time: TTh 7-9:00 p.m.
Office Address: Lunt 208
Phone: 491-5576
Expected Enrollment: 25

COURSE DESCRIPTION: This course continues and builds on the material covered in C17-1. We will develop the C++ classes for complex, vector and matrix arithmetic. This will include overloading the arithmetic operators +, -, *, /, =. These will be used to develop software tools for the real time
analysis of waves in 1-dimensional nonlinear strings and for the analysis of complex analytic functions.

PREREQUISITES: C17-1 or a very basic knowledge of C and C++, some knowledge of ordinary differential equations and a willingness to learn to use the simple graphics code presented in C17-1 (and permission of the instructor).

TEACHING METHOD: Lectures, discussions, and computer lab work.

EVALUATION: Grades will be based on weekly assignments and on a final project which involves the experimental numerical analysis of a problem from nonlinear dynamical.

TEXT: Deitel & Deitel, C++ How to Program (Prentice Hall)

Daniel Kahn
Mathematics C29-1
INTRODUCTION TO DIFFERENTIAL GEOMETRY
Time: MTWF 11-11:50
Office Address: Lunt 307A
Phone: 491-5567
Expected Enrollment: 10


PREREQUISITES: Mathematics B15 and B17

TEACHING METHOD: Three lectures per week.

EVALUATION: Problem sets, one hour exam and final exam.

TEXT: do Carmo, Differential Geometry of Curves and Surfaces

Mark Pinsky
Mathematics C30-2
PROBABILITY AND STATISTICS
COURSE DESCRIPTION: Markov chains, stationary distributions, Markov jump processes, second order processes.

PREREQUISITES: At least a year of calculus and C30-1.

TEACHING METHOD: Lectures (MWF); quiz section (T).


Eric Friedlander
Mathematics C35-1
INTRODUCTION TO THE THEORY OF NUMBERS
Time: MTWF 2-2:50
Office Address: Lunt B9
Phone: 491-5577
Expected Enrollment: 10

COURSE DESCRIPTION: Divisibility and primes, congruences, diophantine problems, applications to cryptography, quadratic reciprocity.

PREREQUISITES: B14-3 or B10.

TEACHING METHOD: Lectures and quizzes.

TEXT: Kenneth Rosen, Elementary Number Theory and Its Applications

Kenneth Mount
Mathematics C37-2
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.

Leonard Evens
Mathematics C40-2
MENU SECOND YEAR COURSE
Time: MTWF 1-1:50
Office Address: Lunt 304
Phone: 491-5537
Expected Enrollment: 7

COURSE DESCRIPTION: Continuation of C40-1.

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: September 1, 1994
0436 Math Methods in the Social Sciences

MMSS B92-2
Computer Models for Decision Analysis: mathematical models of constrained optimization and probability; linear models of optimal decisions; the solution of linear programs via graphical methods and computers; quantitative analysis of uncertainty in decision-making; simulation in spreadsheets; decision tree analysis; and risk aversion

MATH B92-2
Linear Algebra: multidimensional calculus using linear algebra techniques developed in the first quarter; partial derivatives; vector valued functions; Jacobians; Lagrange multipliers; multiple integration;

MMSS C92-2
Game Theory Models: utility and subjective probability in decision analysis; decision trees and value of information; games in extensive and strategic form; dominated strategies and equilibria in games; beliefs and signaling in equilibrium; long-term relationships and reputations; efficient and equitable agreements; optimal mediation plans; Winner's curse effects; review and synthesis;

MATH C92-2
Introduction to Econometric Methods: matrix algebra; multivariate least squares estimation; hypothesis testing in the linear regression model; regression model specification; statistical models of qualitative choice;

MMSS C98-2
Senior Seminar
Emmett Bradbury
Philosophy A15
SOCIETY AND THE INDIVIDUAL
MW 11-12:30 p.m.
1812 Hinman Ave.
Phone: 491-3656

COURSE DESCRIPTION: During this course we shall consider in turn several contemporary topics: capital punishment; hunger and welfare; rape and pornography; and sexual ethics and AIDS testing. In preparation, we shall begin with an overview of ethical theory including Aristotle's account of happiness and virtue, Mill's account of utilitarianism, and Kant's account of the categorical imperative.

PREREQUISITES: None

TEACHING METHOD: Lecture and much discussion

EVALUATION: Two short papers (5-7 pages).

Available at Great Expectations

Kenneth Seeskin
Philosophy B10-2
HISTORY OF PHILOSOPHY: MEDIEVAL
MWF 10:00
Office Address: 1812 Hinman Avenue
Phone: 491-3656
Expected enrollment: 250

COURSE DESCRIPTION: This course is the second installment of a year-long sequence in the history of philosophy taught by one professor. It will explore the interaction between Greek
Philosophy and Western monotheistic religion, in particular how each changed to accommodate the other. The period will include central thinkers from Plotinus to Aquinas. The main issue will include the existence of God, the nature of the human soul, the eternity of the world, and the ongoing process of conceptual revision. Classical texts from Christian, Jewish, Islamic authors will be read and discussed.

PREREQUISITES: Students are strongly encouraged to take Philosophy B10-1 or its equivalent.

TEACHING METHOD: Lecture with as much class discussion as time allows.

EVALUATION: Midterm, paper, final exam.

READINGS: Selections from Plotinus and Philosophy in the Middle Ages edited by A. Hyman and J.J. Walsh.

Michael Williams
European Thought and Culture B15-0
THE BIRTH OF MODERNITY
Time: TTH 10:30-12
Office Address: 1812 Hinman
Phone: 491-3656 or 491-2554
Expected Enrollment: 50

COURSE DESCRIPTION: A study of some of the main currents in 17th century thought, seen in their historical context. We shall pay special attention to the breakup of the medieval view of the cosmos under the impact of the scientific revolution, tracing the implications of this breakup for philosophy, political theory, and the arts. Other significant developments to be considered will include the transformation of the medieval realm into the modern European state, the effects of the wars of religion and the beginnings of the modern economy.

TEACHING METHOD: Lecture/discussion

READINGS: From primary and secondary sources.
Arthur Fine  
Philosophy B50  
ELEMENTARY LOGIC II  
TTh 10-30-12:00  
1812 Hinman Ave.  
Phone 41-2559 (For messages only: 491-3656)  
Expected enrollment: 50

COURSE DESCRIPTION: This is the second course in deductive logic, continuing Philosophy A50, which is a prerequisite. Standard topics in first order predicate logic, with identity (material from chapters IV, V and VI; beginning with a review of chapter III).

PREREQUISITES: Philosophy A50 (or equivalent). P/N registration permitted.

TEACHING METHOD. Two lectures per week, plus one discussion section.

EVALUATION: The grade for the course is based solely on weekly quizzes and on assigned homework. There is no midterm exam, and no final.


David L. Hull  
Philosophy B54  
SCIENTIFIC METHOD IN THE NATURAL SCIENCES  
TTh 1:00-2:30  
Office Address: 1818 Hinman Ave.  
Phone 491-3656  
Expected Enrollment: 35

COURSE DESCRIPTION: We will deal with two basic questions. The first is the nature of science and scientific method. For example, how do scientists choose between competing theories: Hempel provides the traditional "positivist" answer in terms of inference and evidence. Kuhn argues that the traditional method will not do and suggests an alternative that sounds both sociological and relativistic. Collins presents a more radical view of science, called variously "Social Constructivist" and the "Strong Program in
the Sociology of Knowledge." As the title of his book indicates, Collins is critical of the role that science plays in society. The second question concerns the nature of science studies. How do those of us who study science choose between alternative views about science? For example, how should we choose between the quite different views of Hempel, Kuhn and Collins? Does inference and evidence influence us, or is science studies equally a social construction?

PREREQUISITES: None. P/N registration permitted.

TEACHING METHOD: lectures and discussion

EVALUATION: Grades are based on two tests during the quarter and a final exam

READINGS:
Carl Hempel, Philosophy of Natural Science (1966)
Thomas Kuhn, The Structure of Scientific Revolutions (1970)

Kevin Hill
Philosophy C10
KANT'S CRITIQUE OF PURE REASON
Time: MW 11-12:30
Office Address: 1812 Hinman
Office Phone: 491-3656
Expected Enrollment: 40

COURSE DESCRIPTION: We will attempt to read Kant's first critique from both "post-analytic" and historical perspectives. How did Kant pave the way for later developments in the nineteenth century, developments that later became anathema to the early analytic movement: How did the analytic movement attempt to reread and assimilate Kant? Where does Kant stand now in the post-Quinian, post-structuralist and hermeneutical present?

EVALUATION:
Grading will be based upon a take-home midterm, a take-home final and a term paper.

REQUIRED READING
Immanuel Kant, Critique of Pure Reason, trans. Norman Kemp Smith

RECOMMENDED READING
Henry Allison, Kant's Transcendental Idealism
Gilles Deleuze, Kant's Critical Philosophy
Martin Heidegger, Kant and the Problem of Metaphysics
Patricia Kitcher, Kant's Transcendental Psychology
Peter Strawson, The Bounds of Sense

Reginald Allen
Philosophy C20-0, sec. 20
STUDIES IN ANCIENT PHILOSOPHY: PLATO
Time: TTH 1:00-2:30
Expected Enrollment: 30
Office: Kresge 15
Phone: 491-8040

COURSE DESCRIPTION: The main dialogues studied will be from Plato's Republic, with special attention to ethical and political issues found in these dialogues.

PREREQUISITES: Junior, senior, or graduate status.

TEACHING METHOD: Lecture and discussion

EVALUATION: Final examination and term paper

TEXTS: F.M. Cornford, Plato's Republic, Oxford University Press; Grube, Plato's Republic, Hackett, Indianapolis. Both books will be available at Great Expectations Book Store, 911 Foster Street.

Reginald Allen
Philosophy C20-0, sec 21
STUDIES IN ANCIENT PHILOSOPHY: ARISTOTLE
Time: TTH 2:30-4:00
Expected Enrollment: 30
Office: Kresge 15
Phone: 491-8040

COURSE DESCRIPTION: A one-quarter course in ancient philosophy. We will read and discuss Aristotle's Categories,
Metaphysics, Physics, and Ethics.

PREREQUISITES: Junior, senior or graduate status.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Final exam and optional paper.

TEXT:
Reginald E. Allen, Greek Philosophy: Thales to Aristotle, Free Press (required);
Both books will be available at Great Expectations Book Store, 911 Foster Street.

David M. Levin
Philosophy C-24
PHENOMENOLOGY
TTH 10:30-12
Office address: 1818 Hinman Ave.
Phone: 491-3656

COURSE DESCRIPTION: A critical reading of some important texts in phenomenology.

PREREQUISITES: Completion of the B-level History of Philosophy sequence or permission of the instructor.

TEACHING METHOD: Lectures and class discussion

EVALUATION METHOD: There will be a take-home mid-term examination and, thereafter, a number of short papers on assigned questions. No P/N.

TEXTS:
Maurice Merleau-Pony, Phenomenology of Perception
Martin Heidegger, Being and Time
Heidegger, The Question Concerning Technology and Other Essays
Heidegger, Poetry, Language, Thought
Heidegger, Discourse on Thinking

Books available 11 a.m. to 7 p.m. at Great Expectations, 911

David L. Hull
Philosophy C26
PHILOSOPHY OF MEDICINE: BIO-MEDICAL ETHICS
TTH 9-10:30
Office Address; 1818 Hinman Ave.
Phone: 491-3656
Expected Enrollment: 20

COURSE DESCRIPTION: This course is designed to afford those students going into some branch of medicine to practice evaluating the sorts of ethical problems that they are likely to encounter. For example, is the withholding of information from a patient ever ethical, should physicians aid terminally ill patients to commit suicide, and should health care for the elderly be more limited than that for children? And the last question indicates, ethical decisions are not made in a vacuum. As in every other area, both money and power influence what goes on in medicine. If everyone deserves first-class medical care, who is to pay for it? Who should be empowered to make decisions with respect to health care? The course is primarily class discussion. Each student must take one side of an issue for a class presentation and write a paper on the same topic. A first draft of the paper is due at midterm and a final paper is due at the end of the course.

PREREQUISITES: none

TEACHING METHOD: Primarily class discussion

READINGS: Carol Levine, Taking Sides (4th ed)
Michael Williams
Philosophy C28
CLASSICS OF ANALYTIC PHILOSOPHY
Time: TH 2:30-4:30
Office Address: 1812 Hinman Ave
Phone: 491-3656

COURSE DESCRIPTION: Philosophical work that shaped the analytic movement.

PREREQUISITES: none

TEACHING METHOD: Lectures and discussions.

EVALUATION: one or two papers.

TEXTS: Frege, Russell, Wittgenstein, Carnap, Quine and others.

Thomas Ryckman
Philosophy C54
TOPICS IN THE PHILOSOPHY OF NATURAL SCIENCE: SPACE AND TIME
Time: W: 2-4:30
Office Address: 1812 Hinman, Room 204
Phone: 491-5293; 491-3656 (Dept. Office)
Expected enrollment: 20

COURSE DESCRIPTION: This course considers the revolutionary transformation of our philosophical conceptions of space and time from the ancient Greeks, through Newton, to the special and general theories of relativity of Einstein. Our guiding theme is that the development of physical science has indeed produced successive changes in our philosophical views of space and time, but that, while certainly altering the terms in which philosophical debate (e.g. concerning the absolute or relational nature of space- or space-time) is framed and conducted, has arguably yet to yield a determinative verdict to long-standing and still significant questions posed within this debate.

PREREQUISITES: No special background is presumed. However, science students and humanities students will probably find different parts of the course less familiar (and hence more challenging) than others.
TEACHING METHOD: Modified seminar format, with lectures and discussion but also with brief student presentations.

EVALUATION: Grades will be based on two or three short essays and on class participation.

TEXTS: Max Jammer, Concepts of Space, 3rd edition, H.G. Alexander (ed), The Leibniz-Clarke Correspondence: Albert Einstein, Relativity; a popular exposition of the special and general theory; Robert Geroch, General Relativity from A to B; additional readings from Aristotle (Physics), Newton, Euler, Kant, Bergson, and Grunbaum.

Thomas McCarthy
Philosophy C68
PROBLEMS IN SOCIAL AND POLITICAL PHILOSOPHY
M 3-5:30
Office Address: 1818 Hinman Avenue
Phone: 491-3656
Expected Enrollment: 25

COURSE DESCRIPTION: The course will consider problems posed by multiculturalism, multinationalism, and globalization for the philosophical foundations of liberal democratic theory. The guiding question will be whether and how the basic ideas of citizenship, rule of law, justice, equality, legitimacy, consent of the governed, and the like might be reworked to accommodate such challenges.

PREREQUISITES: B63 and junior, senior, or graduate standing

TEACHING METHOD: Lecture and Discussion

EVALUATION: Undergraduates - three short papers based on readings, lectures, and class discussions
Graduates: research paper


JOHN DEIGH
COURSE DESCRIPTION: This seminar will examine different philosophical theories of moral motivation and conscience from Plato to Freud and beyond.

PREREQUISITES: Philosophy major in junior or senior year.

P/N registration not allowed

TEACHING METHOD: Seminar

EVALUATION: Term paper and seminar participation

READINGS: Plato's Gorgias; Rousseau's Discourse on the Origins of Inequality; J.S. Mill's, Of the Ultimate Sanction of the Principle of Utility, Nietzsche's On the Genealogy of Morals; Freud's Civilization and Its Discontents; John Rawls's The Sense of Justice; and Thomas Nagel's The Possibility of Altruism

David M. Levin
Philosophy D-10
Graduate Seminar
Theme: THE FRANKFURT SCHOOL
W 1-4 p.m.
Office: 1818 Hinman Ave
Phone: 491-3656

COURSE DESCRIPTION: A critical examination of some major texts in the history of the Frankfurt School.

TEACHING METHOD: Seminar discussions.

EVALUATION METHOD: Seminar participation, presentations, and a final term paper

TEXTS: Readings from Max Horkheimer, Theodor Adorno, Walter Benjamin, Herbert Marcuse, and Erich Fromm.
Arthur Fine  
Philosophy D54  
SEMINAR IN PHILOSOPHY OF SCIENCE  
T 2-4  
1812 Hinman Ave.  
Phone 491-2559 (For messages only: 491-3656)  
Expected enrollment: Limited to 10.

COURSE DESCRIPTION: Topic to be announced.

PREREQUISITES: Graduate standing in Philosophy, or prior permission of the instructor

TEACHING METHOD. Seminar discussion.

EVALUATION: Term paper and class presentations.

TEXTS: TBA
0447 Physics

PHYX A25-2
General Physics for ISP
Heidi Schellman
Office Address: Tech 1305
Office Phone: 1-8608
e-mail: schellman@fnal.fnal.gov
Time & Place: MWF 10 in LR8, M @ 2 in ISP Building

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. Two-hour weekly laboratory.

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: not offered in Winter quarter

PHYSICS A35-2
General Physics: Electricity and Magnetism
Lecturer: Deborah Brown

PHYSICS A35-3
General Physics: Wave Phenomena, Quantum Physics
Lecturers: George Wong and Drasko Jovanovic
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: Tipler, Physics

PHYX A90-1
General Physics
Instructor: Giles Novak
Office Address: Dearborn 9B
Office Phone: 1-8645
e-mail: g-novak@northwestern.edu
Time & Place: MWF @ 9 and M @ 3 in LR8
COURSE DESCRIPTION (A90-1,2,3): This introductory calculus-based physics course has a content similar to the other introductory physics courses such as A35-1,2,3, except that 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.

PHYX C30-1
Advanced Mechanics
Instructor: Venkat Chandrasekhar
Office Address: Tech 2306
Office Phone: 1-3444
e-mail: v-chandrasekhar@northwestern.edu
Time & Place: MWF @ 9, G29 in Education Building

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.

PHYX C33-1
Advanced Electricity and Magnetism
Instructor: Liu Liu
Office Address: Tech 3377
Office Phone: 1-5626
Time & Place: MTWF @ 11, 2370 FSL

COURSE DESCRIPTION (C33-1,2)


The courses are intended to bridge between Physics A35-2 or similar courses and first-year graduate-level courses which use a text such as 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.
PHYX C36-2
Introduction to Quantum Mechanics
Instructor: Pulak Dutta
Office Address: Tech B030
Office Phone: 1-5465
e-mail: p-dutta@northwestern.edu
Time & Place: MTWF @ 9, Tech 1384

This is the second part of the two-quarter sequence in basic quantum theory, with emphasis on the models and methods used to describe 'real' systems. The topics covered include atomic structure, molecular vibrations and bonding, scattering of particles, interaction of light and matter, the shell structure of nuclei, and the structure of 'fundamental' particles.

PREREQUISITES: Physics C36-1

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

EVALUATION: One or more midterm examinations and a final examination.

PHYX C39-1
Quantum Mechanics
Instructor: Paul Auvil
Office Address: Tech 3374
Office Phone: 1-3510
e-mail: p-auvil@northwestern.edu
Time & Place: MWF @ 10, Tech 1384 and W @ 3 in ISP Building

COURSE DESCRIPTION: 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: Homework, midterms, and a final.

PHYX C59-2
Modern Physics Laboratory
Instructor: Don Miller
Office address: 1304 Tech
Office Phone: 1-8624
e-mail: miller%nuhep.hepnet@csa.LBL.gov

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.
Ben Schneider  
Political Science A01  
20TH CENTURY MEXICO  
Time: W 1:00-4:00pm  
Office Address: 618 Garrett  
Office Phone: 467-1147  
Expected Enrollment: 15

COURSE DESCRIPTION: This course provides an introduction to Mexican politics, economics, society, culture, and relations between Mexico and the United States. The course focuses on a single country in order to facilitate a discussion of a variety of scholarly sources including novels, primary historical documents, interpretive essays, journalist accounts, films, and more traditional studies in the social sciences. The course revolves around in depth seminar discussions and critical analysis.

EVALUATION: Class participation (including occasional presentations), 15%; three papers (5-6 pages each), each 20%; a short final examination, 25%.

READINGS (Tentative):  
Octavio Paz. The Pyramid.  
Subcomandante, Marcos. "Communiques from the Jungle in the Southeast of Mexico."  
COURSE DESCRIPTION: Everybody loves democracy. But is it possible for everyone to have it? And what would happen if everyone did have it, regardless of their culture and level of economic development? Is it necessary for someone to have two cars in their garage to have one vote? At the same time, the new rhetoric is to embrace multi-culturalism. But what really makes a different culture? Can there be other cultures so different that they defy our comprehension, and hence their inclusion?

In this seminar we will examine the questions of indigenous cultures, democratization, and development through literature, film, and scholarly works. Four forms of writing will be stressed: description, compare/contrast, analysis, and synthesis.

Some included authors: Gabriel Garcia Marquez, Karl Marx, Eduardo Galeano, Joseph Campbell, Rigoberta Menchu, Wendell Berry, Jose Ortega y Gasset, Stephen Cornell.

TEACHING METHOD: seminar discussion

EVALUATION: Written work (our papers, rewritten several times)/class participation

READINGS (selected major works only):
Gabriel Garcia Marquez, One Hundred Years of Solitude
Karl Marx, selected works
Eduardo Galeano, Memory of Fire
Stephen Cornell, Return of the Native
Jose Ortega y Gasset, selected works
Rigoberta Menchu, I Rigoberta Menchu
Joseph Campbell, selected works

Wesley Skogan
COURSE DESCRIPTION: This class examines the nature and functioning of the legal system. It is a large lecture course aimed at Freshman and Sophomores. It satisfies distributional requirements for majors in many schools, and serves as a "gateway" to further law-related course in political science. It includes following topics.

- code law and the common law tradition
- why people obey the law
- the relationship between law and social change
- legal strategies for making social change
- public participation in the legal system
- the appellate process and judicial review
- the organization of the legal profession
- courts, judges and politics
- civil justice and the litigation explosion
- crime and criminal justice

The class meets Monday-Tuesday-Wednesday at 9:00am in Coon Auditorium, Leverone Hall. The first day of classes is Wednesday, January 4. Lectures will begin promptly, so we can end on time. The books will be available only at SBX. In addition, purchase a set of selected readings at CopyCat, 1830 Sherman Avenue.

PREREQUISITES: P/N is allowed. There will be no class during CAS reading week.

EVALUATION: There will be two mid-term exams and a final. Each of the three exams will count for 30 percent of your grade; your participation in the discussion sections will determine the final 10 percent of your grade. Each exam will focus on the preceding three weeks of lectures, reading, and discussion. The final exam will also touch on important questions that cut across all segments of the course.

Ben Ross Schneider
COMPARATIVE POLITICS

COURSE DESCRIPTION: The course is in part an introduction to politics in the rest of the world and in part an introduction to a method of analysis. The course addresses the questions of how countries become democratic, stable, and prosperous by assessing the different experiences of a wide range of countries. This also covers key issues in comparative political economy, especially the tradeoffs between democracy and growth, and more generally between liberty, efficiency, and equality.

The empirical focus ranges widely from Europe, to Asia, to Latin and North America, and across the 19th and 20th centuries. Nearly all countries at the close of the 20th century are democratic, industrial, and capitalist, or trying to become so as quickly as possible. However, the routes to this end point were quite different and these routes have lasting legacies. The course concentrates on three paths: early, democratic, and free market (England and the United States); late, authoritarian, and state-led (Germany, Korea, Brazil); and late, totalitarian, and planned (Soviet Union).

PREREQUISITES: No P/N

TEACHING METHOD: A lecture course with discussion section (one short paper, midterm and final exams)

READINGS:
Hewitt, Johnson, and Wield. Industrialization and Development
Hill, The Soviet Union
Hobsbawn, Industry and Empire
Huntington, The Third Wave
Rueschemeyer, Stephens, and Stephens, Capitalist Development and Democracy

Sara Monoson
Political Science C01
ANCIENT POLITICAL THEORY
COURSE DESCRIPTION: This course is an introduction to the major political writers of the ancient Greek period by way of following a single theme through their work: the theory, practice, and critique of democracy. In order to follow this theme, it is necessary to have some historical background. We will spend the first third of the class on the institutions and ideology of Athenian democracy. What kind of institutions did they devise? What principles were at the heart of their definition of and commitment to democracy? We will spend the remainder of the class working through the texts of Thucydides, Plato and Aristotle.

TEACHING METHOD: Directed discussion. There will be two short (5pp) papers and a final exam.

READINGS:
Readings in Western Civilization; University of Chicago Press
Thucydides, History of the Peloponnesian War (selections)
Plato, Apology, Crito, Republic (and passages from the Gorgias, Protagoras, and Statesman
Aristotle, Politics, (selection from the Ethics)

William Crotty
Political Science C24
POLITICAL PARTIES AND ELECTIONS
Time: MW 2:00-3:30
Office Address: 209 Scott Hall
Office Phone: 491-2624
Expected Enrollment: 180

COURSE DESCRIPTION: This course will review the functions and organization of political parties and elections. The course will attempt to develop some understanding of the contributions of political parties and elections to a democratic society and personnel in an American and, to a lesser extent, comparative context. The course treats, in varying degrees of depth, party functions and intellectual and political history; party activities and impact; leadership selection and campaigning; electoral arrangements
and party systems; legislative parties and policymaking; and political funding.

PREREQUISITES: P/N not allowed.

TEACHING METHOD: Lecture and small group sessions. Several films on the electoral process.

READINGS (Tentative):
P. Beck and F. Siraul, Party Politics in America
W. Crotty, ed., America's Choice and the Election of 1992

Adolph Reed
Political Science C27
BLACK AMERICAN POLITICS
Time: T 6:00-8:30pm
Office Address: 302 Scott Hall
Office Phone: 491-2649
Expected enrollment: 50

COURSE DESCRIPTION: Historical survey of black politics and relationship of blacks to government. Various conceptions of politics. Relevance of both systematic and extra-systematic strategies in the struggle for black liberation.

READINGS: TBA

Herbert Jacob
Political Science C30
THE POLITICS OF LOCAL JUSTICE
Time: MWF 12:00-1:00
Office Address: 303 Scott Hall
Office Phone: 491-2648
Expected enrollment: 50

COURSE DESCRIPTION: This course will probe the ways in which courts are linked to local politics. We will concentrate on the criminal justice system, examining the ways in which criminal justice in general reflects local political pressures.

READINGS: TBA
CONSTITUTIONAL LAW I
Time: TTh 3:00-5:00
Office Address: 20 University Hall
Office Phone: 491-3525
Expected Enrollment: 50

COURSE DESCRIPTIONS: The primary purpose of this course is to examine the meaning of the U.S. Constitution through decisions of the Supreme Court of the United States and other appellate courts. The secondary purpose is to illuminate the political context of these decisions. Topics include: the rise of judicial supremacy, conflicts between nations and states, umpiring the federal system, economic and religious liberty, and personal privacy. We will consult primary and secondary sources to determine how the justices (individually and collectively) achieve their policy goals.

PREREQUISITE: B30 or B20. P/N permitted

TEACHING METHOD: This course is designed to make you think critically about the Supreme Court as a political institution and the decisions it renders. Critical thinking can be aided by materials. This reaching approach is a departure from the norm. In order for it to succeed, you must read the assignments and attend class.

EVALUATION: There will be two exams, a mid-term worth 40 percent of your grade, and a final worth 50 percent of your grade. The remaining 10 percent will be based on class participation. Frequent absenteeism and lack of preparation will be counted against your grade.

READING LIST: To be assigned.

Cecelia Lynch
Political Science C42
INTERNATIONAL ORGANIZATIONS
Time: M 2:00-5:00pm
Office Address: 210 Scott Hall
Office Phone: 491-2623
Expected Enrollment: 20
Tong Whan Park  
Political Science C44  
ADVANCED STUDIES IN INTERNATIONAL RELATIONS  
Time: TTh 10:30-12:00  
Office Address: 306 Scott Hall  
Phone: 491-2641  
Expected Enrollment: 30

COURSE DESCRIPTION: This "capstone" seminar in international relations will combine both theoretical and case study approaches to the study of foreign policies. While various schools of thought will be reviewed regarding structural changes in the international system, special emphasis will be given to foreign policy changes of those nations that are commonly known as "middle powers." Each student, or team of students, will choose one country and undertake a theoretical and empirical case study of its external behavior. Seminar participants are expected to read broadly in the area of political economy, global systemic changes, and foreign policy.

The requirements are (1) a major research paper, (2) presentation on selected topics, and (3) active participation in class discussion.

PREREQUISITES: At least one course in international relations.

READINGS:  
COURSE DESCRIPTION: Communism as a world system seems to have ended although it is still ruling over more people than those liberated from it in the rapid 1989-91 collapse of European Communism and the Soviet Union. The still existing Communist systems - China, North Korea, Vietnam, Cuba - are extremely repressive politically but differ in their economic strategies to fight their crises.

This course will study the roots, the evolution and the dissolution of Communism in order to assess the prospects of both the Post-Communist democracies and the still existing Communist regimes. The course will primarily focus on Central European pioneers of democratization: Czechoslovakia, Hungary, and Poland. By comparing and contrasting the diverse regimes that existed, the different epochs they have gone through, and the factors that led to their collapse, we examine their quite different prospects for becoming articulated civil societies, liberal democracies, and integrated market economies.

READINGS: TBA
process, we will examine the different roles played by key social and political actors, including labor, the military, business elites, political party leaders, and the U.S. government. No prior knowledge of the region is assumed or required.

READINGS: TBA

Helmuth Berking
Political Science C58
NATIONALISM
Time: MWF 11:00-12:00
Office Address: 312 Scott Hall
Office Phone: 491-3207
Office Hours: W 12:00-2:00

COURSE DESCRIPTION: This course aims at elaborating the invention, the evolution and the contemporary appearance of nationalism both at its structural impact and its ambivalent action orientations. On one hand, nationalism served and continues to serve as a powerful motivational resource of liberation movements, self-determination and collective identities; on the other hand, the concept was and still is at the very heart of ethnic cleansing, societal exclusion and political domination.

The course first reviews the Euro-centric historical background, the origin and the role of nationalism in the process of creating and shaping the modern nation-state. It then turns to a closer analysis of the rise of nationalism as an ideological project based on several case studies, including Nazi Germany. The politics and rhetoric of contemporary nationalism with emphasis on postsocialist societies and recent national movements will be discussed in the final part of the course.

TEACHING METHOD: Lecture-discussion, mid-term and final examinations.

READINGS: TBA

William Munro
Political Science C59
AFRICAN POLITICAL SYSTEMS
Time: MWF 2:00-3:00
Office Address: 211 Scott Hall
Office Phone: 491-2628
Expected Enrollment: 50

COURSE DESCRIPTION: This course examines the different directions that political development has taken in post-colonial African countries. The main aim of the course is to explain the initial trend to post-colonial governments towards one-party statism, and recent shifts towards liberalized economies and multi-party political systems. In discussing the emergence of different types of regime including military, nationalist-populist and Afro-Marxist we shall focus on patterns of political participation and recruitment, and examine the relative impact of international economic trends and of local class and ethnic struggles on political trajectories of modern African states.

EVALUATION: Course grades will be based on participation in discussions, on an in-class midterm exam and a 15-20 page research paper on a particular case study.

READINGS: TBA

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Michael Wallerstein
Political Science C71
POLITICS OF THE GLOBAL ECONOMY
Time: TTh 9:00-10:30
Office Address: 316 Scott Hall
Office Phone: 491-2646
Expected enrollment: 50

COURSE DESCRIPTION: The topic of this course is the political economy of advanced industrial societies. The field of political economy consists of the study of all the ways in which governments affect the economy. After a general, theoretical introduction to the field of political economy, we will focus on three areas: welfare policy, macroeconomic policy and trade policy. The class will be both cross-disciplinary, in that our approach will combine economic and political theory, and comparative, in that we will cover some of the most significant ways in which the US, Europe and Japan differ.
TEACHING METHOD: The course will be run as a combination of lectures and discussion.

EVALUATION: Students will be expected to write two short essays during the quarter and a take-home final at the end.

READINGS:
Additional readings will be made available as a xerox packet.

Carol Bernstein
Political Science C94
PUBLIC POLICY AND THE ADVANCEMENT OF SCIENCE AND TECHNOLOGY
Time: W 3:00-6:00pm
Office Address:
Office Phone: (312)245-2114
Expected Enrollment: 16

COURSE DESCRIPTION: This course examines the manner in which public policy that affects science and technology is made in the United States. Because our government uses the policymaking process to regulate and either encourage or discourage the development of certain aspects of science and technology, an understanding of how policy is made and enforced is essential for anyone interested in the interrelationship between science, technology and society. Areas of policy inquiry will include atomic energy, biotechnology, reproductive technology, pharmaceutical research, computer crime, intellectual property, hazardous products, hazardous wastes and other environmental issues.
READINGS: TBA

Timothy Feddersen
Political Science C95
AMERICAN POLITICAL PARTIES AS ORGANIZATIONS
COURSE DESCRIPTION: This course will discuss the literature on the development of American political parties with a specific focus on the institutional factors that support and discourage strong party organizations. Our examination will move from the initial development of the Republican and Federalist parties of the 1790s to a discussion of the relative decline of parties in the 1990s. The theoretical foundation of our work will center on formal models of collective action and their application to party formation and competition.

PREREQUISITES: None.

TEACHING METHOD: This course is a seminar requiring extensive student participation, a short research paper (15-25 pages due the last day of class) and a class presentation on your research.

READINGS:

Herbert Jacob
Political Science C95
JUDICIAL CAREERS
Time: T 2:00-5:00
Office Address: 303 Scott Hall
Office Phone: 491-2648
Expected enrollment: 15

COURSE DESCRIPTION: This course will concentrate on the careers of American judges. Each student will be responsible for analyzing the careers of two Supreme Court justices: one a contemporary justice and one from an earlier period of
American history. At the same time the class will collectively analyze the careers of contemporary Cook County trial judges. The purpose of this exercise is to examine the links between the political arena and courts in different social settings. A substantial research paper will be required.

READINGS: TBA

Adolph Reed  
Political Science C95  
RACE, GENDER AND POVERTY  
Time: Th 6:00-9:00pm  
Office Address: 302 Scott Hall  
Office Phone: 491-2649  
Expected enrollment: 15

COURSE DESCRIPTION: This course examines ways in which poverty and the poor have been viewed in political ideology and public policy in the United States. Although the course's historical sweep runs from the 18th century to the present, its main objective in examining the past is to help clarify the nature and meaning of contemporary debates. Particular focus is on the ways in which the dominant notions about poverty are inscribed with premises about human nature and stratification, especially as those concerning race and gender.

READINGS: TBA

Wesley Skogan  
Political Science C97  
REGULATING HARM  
Time: M 2:00-5:00pm  
Office Address: 317 Scott Hall  
Office Phone: 491-2647  
Expected Enrollment: 6

COURSE DESCRIPTION: In this course we will consider the efficacy of various approaches to limiting the individual and social harm inflicted by alcohol, drugs, and tobacco. The "war against drugs" began in earnest with the formation of the Special Office for Drug Abuse Action during the Nixon
administration; the "war against tobacco" began earlier in the Office of Surgeon General, with the announcement of the results of cancer research; the "war against alcohol" is even older, and evidence of it can be seen at the Women"s Christian Temperance Union headquarters on Sheridan Road.

Nowhere around campus is there evidence that any of these wars were fought to a fully successful conclusion. In this seminar we will consider what is known about the efficacy of past efforts to limit the extent of these harms, and what they tell us about the likelihood of formulating successful strategies for regulating harm in the 21st Century.

Individual papers will be written on topics common to all of the harms, so that through comparative discussion general principles for dealing with harms may emerge. For example, there are three general approaches to dealing with these harms: education and persuasion, regulation (including taxation), and criminalization. Each has been tried with varying success (and cost) against alcohol, drugs, and tobacco. The first round of papers will consider the benefits and costs of each of those strategies, in each instance. There will be a text and packet of useful readings, but students will have to conduct some research to tackle each assignment. During the course of the quarter each participant will write two papers, and present and defend them in class. Two special critics will receive the paper at least 24 hours in advance, and will be charged with leading the discussion of it. Authors should revise their papers following the discussion, and submit them the following week. Your grade will be based on class attendance and participation, the two papers, and your assignments as critic.

The course meets Mondays, 3:00-5:30 pm in the top floor of 2046 Sheridan Road (it"s a house; go by the street number).

READINGS (Tentative):
Against Excess, by Mark Kleiman (available at SBX)

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Joan Linsenmeier
Psychology:  Freshman Seminar, A01-20
THE POWER OF POSITIVE THINKING
Time:  TTh 10:30-12:00
Office Address:  311 Swift
Phone:  491-7834
Expected Enrollment:  15

COURSE DESCRIPTION: Can expecting to succeed help you do well on the tasks you undertake? Can expecting to get better help you to recover when you are sick? If your teachers, peers, or parents expect you to excel, can their expectations affect your behavior.

This seminar will focus on these and other questions related to positive thinking. We will look at psychological research and theorizing on the link between expectations and behavior. We will also examine some popular "self-help" literature to see if the messages it contains seem consistent with current research findings.

PREREQUISITE:  None

TEACHING METHOD:  The majority of class time will be spent discussing the assigned readings. Small groups of students will be responsible for leading the class discussion.

EVALUATION:  Grades will be based on performance on course papers and on contributions to class discussions.

READING LIST:  Positive Illusions by Shelley Taylor, Learned Optimism by Martin Seligman, and additional readings to be announced.

Lance Rips
Psychology, A01
Freshman Seminar: THINKING AND REASONING
Time: M 2-5:00
Office Address: 314 Swift
Phone: 491-5947
Expected Enrollment: 15

COURSE DESCRIPTION: This course focuses on the way people construct explanations and arguments to justify their beliefs and actions. We will look at theories of what makes reasoning correct or incorrect. We will also discuss ways of studying samples of reasoning in speech and writing.

PREREQUISITES: None

READING LIST: Toulmin, Rieke, and Janik, Introduction to Reasoning. Other papers from journals and edited volumes.

Michael Bailey
Psychology, A10-20
INTRODUCTION TO PSYCHOLOGY
Time: MWF 10:00
Office: 303A Swift
Phone: 491-7429
Expected Enrollment: 250

COURSE DESCRIPTION: This is the beginning course in Psychology designed to provide a broad introduction to the field for both majors and non-majors and to serve as a prerequisite for all other courses in psychology. No prerequisite is required for this course. Among the topics covered are biological bases of behavior, learning and motivation, human and animal cognition, social bases of behavior, individual differences, and psychopathology. The goal is to pride students with an opportunity to view behavior from the "psychologist as science" perspective. Therefore, experimental and methodological issues will be discussed.

TEACHING METHOD: We will meet 3 times per week for one hour. In addition, optional discussion sections will be organized.

EVALUATION: There will be two midterm exams and a final examination.
READINGS: To be announced.

Marcia Grabowecky
Psychology A10-21
INTRODUCTION TO PSYCHOLOGY
Time: MW 2:00-3:30
Office: 119 Swift
Phone: 467-3044
Expected Enrollment: 250

COURSE DESCRIPTION: This introductory course in Psychology presents research and theory on a broad range of topics in the field. It provides a broad introduction for both majors and non-majors, and is a prerequisite for many other courses in Psychology. Topics will include: research methods, the biological bases of behavior, perception, learning, memory, language and thought, social behavior, development, motivation and emotion, personality, and psychological disorders. The goal of the course is to present an overview of psychology as a scientific discipline investigating the many facets of human behavior.

TEACHING METHOD: The class will meet for lectures twice a week for one and a half hours.

METHOD OF EVALUATION: There will be one midterm, a final examination, and two short papers. Examinations will be a combination of multiple choice and short answer questions.

READINGS: One textbook, to be announced.

Albert Erlebacher
Psychology, B01
STATISTICAL METHODS IN PSYCHOLOGY
Time: MTWThF 1:00
Office: 313 Swift
Phone: 491-4973
Expected Enrollment: 50

COURSE DESCRIPTION: This course covers methods for dealing with the numbers that are the outcome of psychological studies. Part of the course deals with descriptive statistics. This is the ways in which a large collection of
numbers can be summarized for clearer understanding and presentation. Another part deals with inferential statistics. This is how one can infer properties of populations from the properties observed in samples from those populations. Analyzing the outcome of experiments is stressed.

Prerequisites: Psychology A10 or A12. A good foundation in high school algebra is assumed. P/N is allowed.

TEACHING METHOD: The classes are taught basically as lectures. However, the class size is small enough so that questions from students are entertained -- in fact, encouraged. There will be four lectures per week. A fifth session per week is reserved for exams or discussion.

EVALUATION: There will be many examinations. These come approximately once a week but come at natural breaking points in the material. Examination days will be announced in class. Grades are based on the total number of points accumulated on these exams and the final exam. The final has about one-third the total number of points. Since the material is cumulative, regular attendance is almost mandatory for maintaining good performance on the examinations. Students who cannot attend daily are urged not to enroll.

posed by the limitations of specific studies. Ways for assessing threats to the internal and external validity of studies will be examined. These issues will be illustrated through reference to the examples of research on various topics in psychology. In addition to lectures and readings, students will participate actively in the design and analysis of several research projects. Students will also learn to write research reports in the style used by research psychologists.

PREREQUISITES: Psychology B01 or equivalent.

EVALUATION: Grades will be based on three laboratory reports, two exams (midterm and final) and satisfactory completion of homework.

READING LIST: To be announced.

Jeremiah M. Faries
Psychology, B05-21
GENERAL EXPERIMENTAL PSYCHOLOGY
Time: TTh 1:00-2:30
Office Addresses: 217 Swift Annex, 210 Cresap, 310 ILS
Phone: 467-1271 or 491-7347 or 491-7416
Expected Enrollment: 25

COURSE DESCRIPTION: The purpose of the course is to introduce you to the scientific method of examining and reporting psychological inquiries. We will cover topics such as the philosophy of scientific investigation, the logic of experimentation, measurement of behavior, research ethics, and the details of experimental design. You will learn to design and conduct experiments, analyse data, and write lab reports by participating in class experiments and one experiment of your own choosing.

PREREQUISITE: Psychology B01 (or equivalent)

TEACHING METHOD: Lectures, discussion, demonstrations, and projects.

EVALUATION: Grades will be based on a Midterm exam, a Final exam, and two written homework assignments.
READING LIST:

David Uttal
Psychology C10
DEVELOPMENTAL PSYCHOLOGY
Time: MW 2:00-3:30
Office Address: 304 Swift
Phone: 467-1925
Expected Enrollment:

COURSE DESCRIPTION: The focus of this course is the development of thought, personality and social interaction from infancy through adolescence. The first part of the course will be devoted to perspectives and methods in developmental research. Next, we will explore specific issues, including the following: How do young infants perceive the world? How do infants and toddlers develop an attachment to their parents or caretakers? Why are some children good at making friends, and why do others feel lonely or isolated? How do parents' beliefs and values influence children's development and school achievement? What information can young children remember best, and can we depend on their memory in situations that demand reliable recall, such as courtroom testimony? How does parents' discipline style influence children's social and personality development?

As each new topic is introduced, students will be encouraged to think critically about the assumptions and methods that underlie research on particular issues. A central goal will be to help students develop an appreciation of different criteria for evaluating research and other forms of evidence.

PREREQUISITE: A10 or A12

TEACHING METHOD: A combination of lectures, discussion, and films. There also will be several presentations by people whose work is tied in some way to issues in developmental
psychology (e.g., teachers, lawyers who work with children, etc.).

EVALUATION: There will be a mid-term, a final, and an optional writing assignments.

READING LIST: Child Development (3rd ed., Laura Burke) and a selection of additional readings, mostly articles from the Atlantic Monthly.

J. P. Rosenfeld
Psychology C12-2
NEUROBIOLOGY AND BEHAVIOR II
Time: TTh 1-2:30
Office Address: 305 Cresap Laboratory
Phone: 491-3629
Expected Enrollment: 50

COURSE DESCRIPTION: The aim of this course is to expose the student to neurobiological substrates—anatomical, physiological, and neuropharmacological—of psychological processes. Learning, memory, cognition, emotion, motivation, pleasure and pain are some of the processes of interest. Some special concerns: (a) cognitive and applied psychophysiology, (b) pain mechanisms.

PREREQUISITE: C12-1 OR permission of instructor.

TEACHING METHODOLOGY: Three hours of lecture and one hour optional discussion per week.

METHODS OF EVALUATION: Two large exams = 100%.

READINGS: Kimble: Biological Psychology.
Various readings on reserve.

Aryeh Routtenberg
Psychology, C14-20
SPECIAL TOPICS: MEMORY AND THE BRAIN
Time: T 2:30-5:30
Office: 313 Cresap
Phone: 491-3628
Expected Enrollment: 40
COURSE DESCRIPTION: Where are memories stored in brain? How are those memories stored in those particular locations? What are the latest attempts to deal with disorders of memory in aging? Are there any "smart drugs"? What do brain imaging studies tell us about human memory?

PREREQUISITES: A12 or C12; the B10 (Biological Sciences) series is recommended.

TEACHING METHODOLOGY: Lecture.

METHODS OF EVALUATION: Quizzes and final exam.

READINGS: To be assigned.

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Aryeh Routtenberg
Psychology, C14-21
SPECIAL TOPICS: GENES AND BEHAVIOR
Time: TTh 9-10:30
Office: 313 Cresap
Phone: 491-3628
Expected Enrollment: 50

COURSE DESCRIPTION: There is a growing appreciation of the role that individual genes can play in predisposing organisms to both simple and complex behavior patterns. Moreover, certain neuro-behavioral disorders appear to arise out of selected mutations in the human genome. Disorders such as schizophrenia, manic-depression, Alzheimer's Disease, ALS, and Huntington's chorea which are genetically predisposed will be considered.

PREREQUISITES: B10-1, B10-2 (Biological Sciences); A12 or C12.

TEACHING METHODOLOGY: Lecture.

METHODS OF EVALUATION: Quizzes and final exam.

READINGS: To be assigned.

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Ken Paller
Psychology, C14-22
COGNITIVE NEUROSCIENCE
Time: MW 12:30-2
Office: 122 Swift
Phone: 467-3370
Expected Enrollment: 40

COURSE DESCRIPTION: A survey of the study of human cognition from the perspective of Cognitive Neuroscience. Topics will include memory, language, attention, and reasoning, investigated using techniques such as electroencephalography, magnetoencephalography, neuropsychology, and functional neuroimaging with positron emission tomography.

PREREQUISITES: Recommended for advanced undergraduate and graduate students with prior exposure to neuroscience and/or cognitive psychology.

TEACHING METHOD: Lectures and discussion.

METHOD OF EVALUATION: One midterm and one final exam.

READINGS: To be announced.

Ian Gotlib
Psychology, C15
PSYCHOLOGY OF PERSONALITY
Time: TTH 10:30-12
Office: 303B Swift
Phone: 467-2292
Expected Enrollment: 120

COURSE DESCRIPTION: The purpose of this course is to provide students with a comprehensive overview of personality psychology. The topics to be covered include the definition and diverse meanings of "personality," research methodologies in the study of personality, psychodynamic theories of personality and personality assessment, trait and biological approaches to the study of personality, phenomenological formulations of personality, behavioral views of personality, and cognitive social approaches to personality. There will also be a marked focus on the role of personality theory in clinical psychology, the application of personality theories
to the understanding and assessment of clinical disorders, and to the development of psychological treatments for psychopathology.

PREREQUISITE: Psychology A10.

TEACHING METHODS: Lecture.

EVALUATION: There will be two exams for the course: a midterm test (40% of the final mark) and a final examination (60% of the final mark). Both exams will consist of a combination of multiple-choice, short-answer, and essay questions. Examination questions will be based on information contained in the text book and in lecture material.

PRIMARY READING:

Jeff Sherman
Psychology, C16
EXPERIMENTAL SOCIAL PSYCHOLOGY
Time: WF 11:00-12:30
Office Address: 015 Swift Hall
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 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.

PREREQUISITE: B04 and B05.
TEACHING METHOD: Lecture and discussion.

METHOD OF EVALUATION: TBA

READINGS: TBA.

Edward Wisniewski
Psychology, C28
COGNITIVE PSYCHOLOGY
Time: MWF 11:00
Office: 211 Swift
Phone: 467-1624
Expected Enrollment: 90

COURSE DESCRIPTION: Introduction to the empirical and theoretical research conducted by psychologists studying mental processes such as perception, memory, reasoning, problem solving, and decision making.

PREREQUISITES: A10 or A12. B05 is recommended.

COURSE FORMAT: Three lectures per week with classroom demonstrations of cognitive phenomena.

Michael Bailey
Psychology, C37
HUMAN SEXUALITY
Time: TTh 2:30-4
Office: 303A Swift
Phone: 491-7429
Expected Enrollment: 250

COURSE DESCRIPTION: This class will treat human sexuality as a subject for scientific inquiry. Major topics include the evolution of human mating psychology including physical attraction, precipitants of sexual arousal, committed and uncommitted strategies, and sexual jealousy), sexual minorities (e.g., homosexuality), sexual coercion, and AIDS.

EVALUATION: There will be a midterm and final.
COURSE DESCRIPTION: Infants and preschool children demonstrate impressive capacities, yet their cognitive functioning is quite different from that of older children and adults. This seminar examines patterns of thought characteristic of infants and young children. Topics include the development of the object concept, classification systems, memory and language. Different theoretical viewpoints considered.

PREREQUISITES: Intro (A10) and either Developmental (C10) or Cognitive (C28)

TEACHING METHOD: Seminar

EVALUATION: Papers, oral presentations, exams.

READING LIST: Text plus original articles.

COURSE DESCRIPTION: What is intelligence? Questions about the nature of the mind have been asked throughout human existence, and yet gaining a complete and satisfactory understanding of the phenomenon of cognition has remained the most difficult of all scientific pursuits. The daunting complexity of the brain, the remarkable flexibility of human thought and creativity, and the apparent paradox of a brain being able to completely understand itself have combined to
make this goal elusive. However, in recent years, a set of promising new ways of approaching the study of the mind have emerged as a result of two forces: (1) the interaction and collaboration of scientists studying cognition in a variety of disciplines, and (2) the advent of computers, which make it possible to build testable models (in the form of computer programs) of various aspects of intelligence. The fields of cognitive psychology, artificial intelligence, linguistics, philosophy, anthropology, and neuroscience have all contributed to these endeavors, and the result has come to be known as "cognitive science," a truly interdisciplinary approach to the study of brains and minds.

This course introduces this new approach to studying cognition, and will include lectures and readings encompassing all the disciplines above. The field of cognitive science is too broad for all of its parts to be studied equally in a one-semester course. Therefore, this course will focus on three main areas: learning, knowledge representation, and reasoning. The goal of the course is not merely to survey research in these areas, but rather to explore why interdisciplinary approaches are needed and how they contribute to a new understanding of cognition.

PREREQUISITE: Psychology A10 or A12; or Linguistics A10, or Cog Sci B07 or B10; or permission of the instructor.

TEACHING METHOD: Two weekly lectures.

EVALUATION: Midterm, final, and weekly assignments.


Background references and copies of overheads will be on reserve at the Reserve Book Room at the University Library. Overheads will be available after each lecture.

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
French A11-2
ELEMENTARY FRENCH
Prof. Tournier, Coordinator
Time: MTWTHF at 9, 10, 11, and 12
Office Address (coordinator): Kresge 139
Phone: 491-2654/e-mail: tournier@merle.acns.northwestern.edu
Instructors: TBA

COURSE DESCRIPTION: French A11-2 is the second 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 A11-1 or consent of the coordinator (C. 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 A15-2
ACCELERATED ELEMENTARY FRENCH
Prof. Tournier, Coordinator
Time:  MTWTHF 9, 10 and 11
Office Address (coordinator) :  Kresge 139
Phone:  491-2654/e-mail:  tournier@merle.acns.northwestern.edu
Instructors:  TBA

COURSE DESCRIPTION:  A15-2 is the second of a two-quarter sequence course (Fall and Winter) that duplicates the material covered in French A11-1, 2, 3 but which assumes some prior knowledge of the language.  The aim of the course is to review and develop skills in speaking, understanding, reading and writing.  Note that P-N is not allowed for students who take this course because of the CAS language requirement.

PREREQUISITE:  A15-1 or permission of coordinator.

TEACHING METHOD:  Classes meet four times a week (MTWTh) and will include a variety of activities designed to help students develop their 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 as well as to work independently with laboratory materials.

EVALUATION:  Final grades are based on class performance and attendance, homework and compositions, quizzes, two unit tests, and a final oral exam.

TEXTS:
-Heilenman, Kaplan and Tournier, Voila, Cahier d'Activites Ecrites et Orales , Heinle and Heinle, 1992 (available at
Norris Bookstore
- Course packet (to be purchased from your instructor).
Norris).
-Course packet (to be purchased from instructor)

French A21-2
SECOND YEAR FRENCH
Time: MTWTH, 9, 10, 11, 12, 1, 2
Janine Spencer, Coordinator
Office Address: Kresge 145C
Phone: 491-8259

DESCRIPTION: French A21-2 is the second 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. The P/N option is not allowed when taking this course towards satisfying the CAS foreign language proficiency requirement.

PREREQUISITE: French A21-1 or placement by Department.

EVALUATION: Class Participation, homework, quizzes, and three unit tests.

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.

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:
Study Packet (one per quarter)
Valette & Valette, RENCONTRES, D.C. Heath, 1985
Workbook for Rencontres
COURSE DESCRIPTION: This course is the second term in a three term sequence. Successful completion of the third term in Spring quarter with a C or better will satisfy the CAS foreign language requirement.

A27 is intended for students who wish to attain proficiency in reading French. The language text, French for Reading, develops vocabulary and presents the basic elements of French syntax and grammar. The focus, however, is on incorporating these elements into a successful method of reading. Reading materials are taken from the language text and also from Transitions, a level-appropriate reader. Poetry, prose, and expository texts are included.

Students are expected to attend class regularly, participate actively, and prepare all assignments. Classroom discussions and tests are in English.

French A27 cannot be used as a prerequisite for B-level courses taught in French.

French A27 may be attended by graduate students who need to pass a language proficiency exam.

PREREQUISITE: Placement by department (except grad. students)

TEXTS: (available at Norris)
French for Reading, Sandberg and Tatham, Prentice Hall.
Transition: Le plaisir des textes, Hage, Steele, and Verdaguer, Prentice Hall.

EVALUATION:
Classroom participation: 50%
Tests: 50%
(Note: no final)
INTRODUCTION TO FRENCH STUDIES
Office (coordinators): Kresge 145 C/139
Phone: 491-8259, 491-2654
Time: MWF at 10, 11, and 1
Instructors: 10 - Tournier
11 - Moreau
1 - Landau

COURSE DESCRIPTION: French B01-2 is the second 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.

PREREQUISITES: CAS proficiency in French (French A21-3, 3rd quarter of French A23, B01-1 or placement by department)

TEXTS:
Ianziti, McCarthy and Spencer, Et a votre avis...?
Holt, Rinehart and Winston, 1991 (SBX and Norris)
Pagnol, Jean de Florette, Editions de Fallois (Norris)

Suggested reference texts (for all B-level courses):
Le micro Robert de poche (Norris)
Carlut & Meiden, French for Oral and Written Review, Holt 1988 (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 classroom activities. Selected grammar points will be discussed in class. Homework will include short writing exercises and compositions as well as the preparation of grammar exercises.

PREREQUISITES: French B01-1 and/or B01-2, or placement by the department. Students must open an e-mail account before the first day of classes.

TEACHING METHOD: A writing workshop, with written and oral activities organized around communicative strategies. Students will be expected to prepare at home or in the computer lab for each class session.

EVALUATION: The final grade will be based on class participation, homework, quizzes and 2 exams.

TEXTS:
-Gerrard et al, En train d'ecrire, McGraw-Hill, 1993
-Carlut & Meiden, French for Oral and Written Review, Holt, 1993

Recommended reference material:
-Collins Robert French-English, English French dictionary (or good bilingual dictionary)
-Micro Robert de Poche

Other suggested material:
Microsoft Word Proofing Tools for Macintosh, Alki Software Corp.

French B03
INTERMEDIATE CONVERSATION
Time: MWF 11
Instructor: Prof. Tournier
Office: Kresge 139
Phone: 491-2654/e-mail: tournier@merle.acns.northwestern.edu

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
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.


FRENCH B10
INTRODUCTION TO FRENCH LITERATURE
Time: MWF 10:00
Instructor: Sylvie Romanowski
Office: Kresge 150E
Phone: 491-2772

COURSE DESCRIPTION: This course will examine representative works of 19th and 20th century authors drawn from various genres, the short story, the novel, drama and poetry. We will study the form of these works and how the forms relate to the content, thus acquiring a useful terminology for studying the structure and meaning of the works. The students will report on their reading and write short papers of analysis. A longer paper will replace the final exam. The class will consist principally of discussion and reports by the students. The class will be conducted entirely in French.

PREREQUISITES: at least one of the following: B01-1, B01-2, B02, B03, B80, Departmental placement in B10, AP of 5, or special permission of instructor.

READING LIST:
Flaubert, Trois contes
Colette, La chatte
Duras, Moderato cantabile
French B72
INTRODUCTION TO FRENCH THEATRE
Time:  MWF 11:00
Instructor:  Sylvie Romanowski
Office:  Kresge 150E
Phone:  491-2772

COURSE DESCRIPTION:  The course will comprise representative works from the periods when theater was particularly active in France: the classical period of the 17th century; the end of the 18th century; the 20th century. We will read the plays closely and critically to understand the content, situating them in their social context and analyzing the evolution of theatrical forms from the 17th century to the present.

The class will consist of discussion and short reports by the students, in which all students are expected to participate. Students will also write several short papers on the plays, and a longer paper in lieu of a final exam. The course is conducted entirely in French.

OEUVRES AU PROGRAMME:
Corneille, Le Cid
Moliere, L'ecole des femmes
Beaumarchais, Le mariage de Figaro
Anouilh, Antigone
Ionesco, La cantatrice chauve
   La lecon
Beckett, En attendant Godot

French CO2-2
ADVANCED FRENCH COMPOSITION
Instructor:  Marie-Simone Pavlovich
Time:  MWF 10
Office:  Kresge 128
Phone:  491-8263
COURSE DESCRIPTION: Systematic development of written expression in French, organized according to language functions (describing, persuading, hypothesizing, etc.) and communicative needs (social and business correspondence, applications, invitations, etc.). Emphasis is on developing vocabulary, ease of expression, and an awareness of appropriate styles of writing.

PREREQUISITE: CO2-1 or consent of the instructor.

TEACHING METHOD: Classroom discussion and exercises, and weekly written assignments.

EVALUATION: Final grade will be based on weekly written assignments, a final project, attendance and participation.

REQUIRED TEXT: Joann Hammadou, Liens, Heinle & Heinle Publ.1994

French CO5
FRENCH PHONETICS
Instructor: Marie-Simone Pavlovich
Time: MWF 11
Office: Kresge 128
Phone: 491-8263

COURSE DESCRIPTION: The goal of the course is the development of native-like spoken French, through intense practice in correct production of the sounds of the language, as well as intonation patterns, rhythm, liaison, etc. Oral practice is given within a communicative/cultural context, with attention to features of current usage. The course will also address issues in theoretical phonetics, particularly phonetic transcription and articulatory description.

PREREQUISITE: None.

TEACHING METHOD: Lecture/demonstration, group work, regular meetings in the language lab.

EVALUATION: Final grade will be based on weekly written quizzes, periodic evaluation of pronunciation, a final exam consisting of a written part (theoretical) and an oral part (reading of a text)
REQUIRED TEXT: Diane Dansereau, Savoir dire: Cours de phonetique et de prononciation (Heath)

French C15-3
FRENCH LITERATURE AND CULTURE: THE MODERN PERIOD
Time: T, TH 1:00 - 2:15
Instructor: Michal P. Ginsburg
Office Address: 146b Kresge
Phone: 491-8261

COURSE DESCRIPTION: In Winter quarter the course will focus on the 19th and 20th century. Rather than aiming at coverage of all important genres, authors, and texts, we will concentrate on some issues which are crucial for the "modern" period.

There will be three units in the course.

In the first one we will investigate the place of art in a market economy. Through a reading of two short works by Balzac ("La Maison du chat-qui-pelote" and "Le Chef d'oeuvre inconnu") and some theoretical texts we will discuss the "commodification" of art and the ways in which it necessitates a redefinition of culture (the question of "mass culture"). In the second unit we will discuss the way urban life changes in the 19th century. We will read poems, prose poems, and critical writings by Baudelaire; writings by Walter Benjamin about Baudelaire and about Paris "the capital of the 19th century"; and some critical writings about the visual arts in the second half of the century. In the third and last unit we will look at the ways in which the question of the "other" was posed for and by anthropologist Claude Levi-Strauss (in his Tristes Tropiques), and authors Duras and Genet (L'Amant, Les Bonnes).

TEACHING METHOD: Short lectures, class discussion.

Class is open to non-majors who have the ability to read the French texts in the original. Non-majors can write their papers in English and participate in class discussion in English.

EVALUATION: Evaluation will be based on class participation,
class presentation and two short papers.

French C91-2
TOPICS IN LANGUAGE:  TRANSLATION (Theme et version)
Time:  TTh 9:00-10:30
Instructor:  Bernadette Fort
Office Address:  Kresge 126B
Telephone: 491-8264, 491-5490

COURSE DESCRIPTION: This is the second of a two-quarter course in advanced French stylistics and theme et version (English-French and French-English translation). The course builds on skills acquired in the Fall quarter and focuses on a series of translation problems linked to specific linguistic functions, such as description, narration, argumentation, advertisement, or report. Students are asked to reflect critically on the way in which the two languages present, articulate and shape their users' perceptions of the world, and to apply this critical reflection to the translation of a variety of literary and non-literary texts. The course culminates in an individual translation project (a short story, a longer poem, a journalistic essay, a critical or scholarly article, chosen by the student in consultation with the instructor) intended to challenge and showcase the student's mastery of translation and comparative stylistics. Individual meetings are scheduled in the last two weeks with each student to discuss and refine the quality of this translation. The project is due in Exam week.

PREREQUISITE: C91-1 or consent of the instructor.

EVALUATION: Grade to be based on one midterm and the individual translation project.

TEXTS:
Xeroxed package of texts in English and French.

French C96-1
CONTEMPORARY FRENCH THOUGHT
Time:  TTH 10:30
Instructor:  Scott Durham
Office: 131 Kresge
Phone: 491-8269
This course will serve as an introduction to some of the major trends in French thought since the Second World War. Particular attention will be paid to the shifting notions of culture, myth, and power in this period. Material covered will include texts by Simone de Beauvoir, Claude Levi-Strauss, Georges Bataille, Michel Leiris, Roland Barthes, Michel Foucault, and Pierre Clastre.

French D40
STUDIES IN 18TH CENTURY LITERATURE: DIDEROT ET LES LUMIERES
Time: T 3:00-5:30 p.m.
Instructor: Bernadette Fort
Office: Kresge 126B
Phone: 491-8264 or 491-5490

COURSE DESCRIPTION: Reading Diderot offers one of the most direct and challenging ways of approaching the variety and complexity of Enlightenment writing and thought. We will study the original contributions which Diderot made in a variety of fields and discourses in process of development, such as fiction, drama, dramatic and performance theory, art criticism and theory, political theory, materialist philosophy, sexual and cultural critique. The purpose of the course will be to try and understand Diderot both historically, as he was perceived by and acted on his century (principally through his pathbreaking editing of the Encyclopedie and his heading of the circle of Encyclopedistes), and as we read him today, through a postmodern lense which his writings in various but unmistakable ways always seem to have anticipated.

TEACHING METHOD: Brief lectures, mainly seminar discussions.

EVALUATION: Based on quality of class participation, one short early paper, and one final paper.

TEXTS:
Primary Sources: (* indicates G.F= Garnier-Flammarion paperback editions in separate volumes)
Le Fils naturel et Entretiens sur 'Le Fils Naturel'*
Le Paradoxe sur le comedien*
Salons (1759-1765 and Essais sur la peinture (Paris, Hermann, 1984, 2 vol.) Reserve
Le Reve de d'Alembert*
Le Neveu de Rameau *
La Religieuse*
Jacques le fataliste*
"Essai sur les femmes"
Supplement au Voyage de Bougainville*
Encyclopedie (articles divers)

Secondary Sources:
Texts by Hegel, Michel Foucault, H.-R. Jauss, Roland Barthes, Michael Fried, and 20th-century French literary critics and historians.

French D92
TOPICS IN CULTURE AND SOCIETY: Marginalite
Time:  3-6:00  January 18, February 1 and 15, March 1 and 8
Instructor:  Aliko Songolo
Phone:  491-5490

COURSE DESCRIPTION:  This course is based on the premise that like any field of intellectual inquiry, "Francophonie" is the site of struggle for dominance between a center and its periphery. The course aims to explore this dynamics of marginality in the literature and thought of selected areas of the "Francophone space." Taking as its point of departure the relationship between the political and cultural movement of Negritude and the dominant European cultural theories that necessitated its creation, the course will examine several seminal texts and positions which Negritude in turn excluded, silenced or otherwise marginalized in order to institute its own preeminence. The resulting debate has been significant in the development of competing ideologies such as Antillanite and Creolite, which have gained considerable currency in recent years. The discovery that Caribbean identity, for instance, could not be reduced to any one of its components, regardless of its significance, constitutes the basis of a new discourse which problematizes essential questions such as language, nationality, culture, and literature.

At the outset, the texts to be studies are those that self-identify as marginal: manifestoes, forewords, prefaces. These texts will provide valuable insights into the interaction between center and periphery, and the
displacement of the former. The literary texts (poems, narratives, and a film yet to be selected) will feature a wide range of representations of marginality, including exile, dissidence, minority status, or even repressed majority status (as in "the people"). Finally, the course will consider the question of how Francophone texts broaden the field of French Studies from their marginal position.

TENTATIVE READING LIST:
1. Essays and Manifestoes:
   Presence Africaine, No. 1 (1947), selected texts
   Legitime Defense
   Edouard Glissant, Le discours antillais, selected texts
   Jean Bernabe et al., Eloge de la creolite
   Joen-Paul Sartre, "Orphee noir"

2. Literature:
   Maryse Conde, La vie scelerate
   V.Y. Mudimbe, L'ecart
   Calixthe Beyala, C'est le soleil qui m'a brulee
   Barthes, S/Z (Balzac, "Sarrasine")
   Emmanuel Dongala, Jazz et vin de palme ("La dialectique decheance...")

3. Film: TBA
Italian A01-2
ELEMENTARY ITALIAN
Concettina Pizzuti, Course Coordinator
Time:  MTWTHF  10:00, 11:00 & 12 in Kresge 102
Office:  Kresge 142
Phone:  467-1987; e-mail:  cpizzuti@merle.acns.northwestern.edu

COURSE DESCRIPTION: This course is the second in a three-quarter course sequence of beginning Italian for students with no previous knowledge of the language. The objective of the course is to build basic skills in understanding, speaking, reading and writing Italian through daily practice. This quarter will place particular emphasis on the writing skill: Class exercises and compositions will be developed to help students express themselves clearly and concisely in written form. Classes are conducted in Italian except when explanation of grammar or other material necessitates the use of English.

TEACHING METHOD: Grammar will be taught inductively and practiced in the classroom. Conversation skills will be developed through oral exercises, class presentations and group work.

EVALUATION: Class performance, quizzes, homework, oral finals.


Italian A02-2
INTERMEDIATE ITALIAN
Concettina Pizzuti, Course Coordinator
Time:  MTWF 10:00 (Pizzuti) & 1:00 (Simpson) in Kresge 304
Phone:  467-1987; e-mail:  cpizzuti@merle.acns.northwestern.edu
Office:  Kresge 142
COURSE DESCRIPTION: The course is designed to build on basic skills in Italian language through grammar review, cultural & literary readings, and the integration of audio/video material. This quarter will place particular emphasis on the writing skill.

PREREQUISITE: Italian A02-1 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. While the 10 'o clock class will deal with the cultural topics in the textbook (environmental concerns, mass-media & fiction), the 1 'o clock class will concentrate on the theme chosen in the Fall for the Spring theatrical production.

EVALUATION: Grades will be based on class participation, quizzes, homework and oral final.

TEXTS:
Habekovic, Mazzola, Insieme, McGraw-Hill, 1994
Workbook for Insieme

*An Italian-English/English-Italian dictionary is highly recommended (Garzanti, Collins-Sansoni).

Italian A33/34-2
INTENSIVE ITALIAN
Concettina Pizzuti, 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 A33/34-1 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 the writing skill: class exercises will be developed to help students express themselves clearly and concisely in written form. 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, homework, quizzes, 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:
Adesso!, Marcel Danesi
Workbook/Lab Manual for Adesso

Italian B02
CULTURE OF REGIONAL ITALY: CONVERSATION
COURSE DESCRIPTION:  The history, literature, art and language of Italy from the Middle Ages to the 19th century will be studied and discussed, focusing on regional diversity. Focusing on a region or city, the most important historical and literary aspects of that area before the unification of Italy, will be discussed. From Sicily, we will go to Bologna, then Florence, Venice & Milan.

PREREQUISITE:  Italian A33/34, A02-3, B01 or permission instructor.

TEACHING METHOD:  Discussions in Italian on the material read, will be the main feature of this class.

EVALUATION:  Grade will be based on 4 quizzes, biweekly written assignments, oral presentations and participation.

TEXT:  Photocopied material to be purchased in class.

Italian C10
STUDIES IN DANTE:  Dante's Cities: Inferno
Instructor:  Albert R. Ascoli
Time:  TTH 1:00-2:30
Office:  Kresge 127B
Phone:  491-5493

Knowledge of Italian 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 first canticle of the Comedy, Inferno. 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
Comedy 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. In the Spring quarter
the course will continue with readings in Purgatorio and
Paradiso. Students may take only one quarter or both.

METHOD: lecture and discussion

REQUIREMENTS: attendance and participation, in-class reports,
one short paper (5 pages), take-home final or term paper.

TEXTS (available at SBX, additional readings in xerox):

Dante Alighieri, Inferno and Purgatorio
Virgil, Aeneid
Daniel Bornstein, Dino Compagni's Chronicles of Florence

Italian C75
TOPICS IN CULTURE: "Questions of Gender in Postwar Italy"
Time: T 10-12:20
Instructor: Karen Pinkus
Office: Kresge 126A
Phone: 491-8255

DESCRIPTION: This course will be run as a seminar, entirely
in English. We will focus primarily on cinema from the so-
called "boom" years of Italy following WWII. After an
initial period of Reconstruction, Italy suddenly exploded
with rapid economic and social development during the 1950s
and early 1960s. Mass cultural forms as diverse as films,
cars, pulp romances, and music reflect a fresh and optimistic
spirit, but at the same time, it is possible to read a kind
of nostalgia for the past and a "backlash" against women in a
variety of texts. This course will consider the
representation of women in films such as Germi's Seduced and
Abandoned, Fellini's La Dolce Vita and Pasolini's documentary
Love Meetings; in early Italian television commercials, and
even in aspects of visual culture such as car or moped
EVALUATION: Students will work closely with the professor to develop a particular research project tied to their interests. Each student will present work to the group, and then complete a final paper on a topic of choice, for example, a film or novel.

Although the course is offered in English, students with a knowledge of Italian may choose to do readings/research in the original language.

Italian D10
STUDIES IN DANTE: Dante's Cities: Inferno
Instructor: Albert R. Ascoli
Time: TTH 1:00-2:30
Office: Kresge 127B
Phone: 491-5493

Reading Knowledge of Italian Helpful but not Required

COURSE DESCRIPTION: In this seminar, 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 first canticle of the Comedy, Inferno. These will be supplemented by a variety of contextual materials: 1) excerpts from other works of Dante concerned with contemporary politics and culture (Convivio; On Eloquence in the Vernacular; Monarchy); 2) social and political background; 3) 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 Comedy 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. In the Spring quarter the course will continue with readings in Purgatorio and Paradiso. Students may take only
one quarter or both.

REQUIREMENTS: attendance and participation, in-class reports, final term paper (15 pages).

TEXTS (available at SBX, additional readings in xerox):

Dante Alighieri, Inferno and Purgatorio
Virgil, Aeneid
Robert Haller, The Literary Criticism of Dante Alighieri
Daniel Bornstein, Dino Compagni's Chronicles of Florence
Rachel Jacoff, ed. The Cambridge Companion to Dante

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: November 2, 1994
Vera R. Teixeira  
Portuguese A01-2  
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 C03-0  
ADVANCED PORTUGUESE  
Time: TTh 2-3:30 pm.  
Office Address: Kresge 138
COURSE DESCRIPTION: Grammar Review of the Portuguese Language in the context of Brazilian culture, literature, and current events.

PREREQUISITES: Portuguese AO1-3 or approval of the instructor. P/N is allowed.

TEACHING METHOD: Weekly compositions and class discussion. Readings, written assignments and informal presentations will be in Portuguese. Participation in class, as well as outside research in Spanish or English will be permitted for Non-language majors.

EVALUATION: Homework, class participation, midterm, and final paper.

CLASS MATERIALS: From selected texts and periodicals, music and films.

SUPPORTING MATERIALS: Videos and films.

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: November 2, 1994
Renate Robinson, Coordinator
Hispanic Studies A01-2
Elementary Spanish
Time: MTWF 8,9,10,11,12,1,2
Office Address: 133 Kresge
Phone: 491-8277

Course Description: This is the second 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: A01-1

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.


Sonia Garcia, Coordinator
Hispanic Studies A02-2
INTERMEDIATE SPANISH
Time: MTWF 8,9,10,11,12,1,2
Office Address: Kresge 136
Phone: 491-8280
COURSE DESCRIPTION: This is the second 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 play in Spanish. Students will be presented with audio-visual material to further develop listening and conversation skills.

PREREQUISITE: Completion of A02-1 or placement at A02-2 on the departmental placement system.

P/N is not allowed.

EVALUATION: Classroom participation, attendance, oral interviews, compositions, departmental exams, and a video activity.

READING LIST: (Available at Norris Center Bookstore)
Spinelli, Garcia, & Galvin, Interacciones
Student Tape Holt, Rhinehart & Winston
Casona, Los arboles mueren de pie. Holt, Rhinehart & Winston

John Dagenais
Hispanic Studies A05-6
Time: MW 2-3:30
Office Address: 232 Kresge
Office Phone: 1-8249

The Spaniard Francisco Coronado was among the first Europeans to explore the region which is now the Southwestern United States. He was spurred on by a search for Cibola, the Seven Cities of Gold. Although all he found were Zuni pueblos, his expedition marked the beginning of Spanish cultural influences in the southwest, an influence which continues to this day. In this course we explore the fascinating mix of cultures--Native American, Hispanic, Anglo--of the U.S. southwest, reading books by authors from all three cultures and viewing films relating to the Hispanic and Native American experience of the region. Among other things we will examine the mixture of the real and the marvelous which permeates this literature, especially the mythic proportions of the landscape itself. We will also see how Hispanic and Native American cultures struggle in the
contemporary American urban environment.

TEACHING METHOD: Discussion

EVALUATION: Participation in class discussion, one or two oral reports, three short papers, final paper

TENTATIVE READING LIST:
W. Cather. Death Comes for the Archbishop.
Rudolfo Anaya. Bless Me Ultima.
Ana Castillo. The Mixquiahuala Letters.
Miguel Mendez. Pilgrims in Aztlan.
Leslie Marmon Silko. Ceremony.
Paula Gunn Allen. The Woman who Owned the Shadows.

Films
Cabeza de Vaca
The Milagro Beanfield War
The Ballad of Gregorio Cruz
American Me
Zoot Suit

BOOKSTORE: Norris

Renate Robinson, Coordinator
Hispanic Studies A15-1
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: Department placement

P/N is strongly discouraged

EVALUATION: Homework, quizzes and examinations, oral interviews, compositions, class
participation, and a video activity.

READING LIST:

TBA Supplementary Readings

Hispanic Studies
B01-3  Introduction to the Literature of Spain
Professor: John Dagenais
Time:   MWF 11 am
Office:  232 Kresge
Phone:  1-8249
e-mail:  j-dagenais@northwestern.edu

Course description:  This course follows the Camino de Santiago, the famous medieval pilgrim route from France across northern Spain to the shrine of St. James, patron saint of Spain in Compostela. Along the way we will stop at cities, shrines and monasteries important in the formation of Spanish culture in the Middle Ages and read works of literature associated with each place: romances (ballads), The Poem of the Cid, Miracles of Our Lady, as well as shorter pieces which may have been sung by wandering minstrels in town squares.

Prerequisites: Spanish A02-3 or placement at the B-level after taking the Placement exam.

Teaching method:  Lectures and discussion in Spanish.

Evaluation:  Midterm, final, in-class reports and class participation.

Reading List: Poema del Cid, Berceo, Los Milagros de nuestra senora; other materials selected

Susan Herman
Hispanic Studies B02-2
Introduction to the Literature of Spanish America
Time:  MWF  1:00 PM
Office address:  241 Kresge
Course Description: Reading, analysis, and discussion of selected works by Spanish-American authors from the beginning of the 17th century to 1888. This survey course will emphasize the different literary styles and interpretations of the Spanish-American experience and introduce the student to the social and historical context in which the works were written. In particular, this course will focus on issues of cultural identity, as these unfolded from the middle of the colonial period, through independence from Spain and the transition to the establishment and consolidation of the newly independent states in the nineteenth century.

Prerequisites: Spanish A02-3 or placement at the B-level after taking the placement exam.

Teaching method: Readings, papers, and discussions will be entirely in Spanish.

Evaluation:
Class participation  20%  (discussion & written assignments)
Mid-term  25%
Final exam  35%
Final Paper  20%

Reading List:

Humberto Robles
Spanish B43-0
CONTEMPORARY SPANISH AMERICAN PROSE FICTION
Time:  TTh 3:00-4:30
Office Address:  Kresge 236
Phone:  491-8249

COURSE DESCRIPTION: This course is an introduction to what probably is the most exciting, creative, and socially meaningful body of fiction on the contemporary scene. Besides the meta-physical and paradoxical constructs of Borge's Ficciones, we will analyze such works as Asturias'
El Senor Presidente, a grotesque view of dictatorship set in a topsy-turvy world; Rulfo's Pedro Paramo, a highly innovative narrative about fate, violence, unfulfilled love, desolation, and memories of a paradise lost; Vargas-Llosa's Cubs, a novella about initiation, youth, and the predicament of the artist in society; Roa-Bastos' Son of Man, which counterpoints human solidarity and alienation, linear and cyclical history; Garcia-Marquez's One Hundred Years of Solitude, where social reality, fantasy, myth, humor, time, solitude, and narrative technique merge to produce an internationally acclaimed masterpiece; Laura Esquivel's Like Water For Chocolate, A tall-tale, fairy tale, soap-opera romance, Mexican cookbook and home-remedy handbook all rolled into one. The course will focus also on the evolution, during the last 40 years, in Spanish American Prose Fiction.

EVALUATION: Midterm, final examination, class participation and a short paper. Open to P/N option.

Reading List: The final reading list has not been set as yet, but will be from the above mentioned authors, plus photocopied material provided by the Department at a modest price.

Sonia Garcia
Hispanic Studies C03-0
ADVANCED CONVERSATION
Time: 9:00 MWF
Office Address: Kresge 134
Office Phone: 1-8280
E-MAIL: sgarcia@merle.acns.northwestern.edu.

COURSE DESCRIPTION: C03 is an advanced Spanish course designed to improve the students' skills in more elaborate and abstract uses of language both orally and in writing. The focus of the class will be in oral discussion and creative activities, but will also deal with writing projects that emanate from the content-driven materials used. The selection of a few topics for discussion (5-6) allows for an in-depth exploration of and extended exposure to vocabulary and current social and cultural issues. This facilitates the development of advanced-level discourse strategies and
skills. The students will be encouraged to attend local lectures and talks given in Spanish.

EVALUATION: Class participation, role-play, simulated interviews, panels, and compositions


Lois Barr
Hispanic Studies C32-0
THE SPANISH NOVEL OF THE NINETEENTH CENTURY
Time: MWF 11 am
Office Address: 136 Kresge
Phone: 491-8136

COURSE DESCRIPTION: This course will examine the development of nineteenth-century Spanish narrative in response to significant cultural, political, and socioeconomic transformations occurring in Spanish society after 1868. The novel of this period is chiefly preoccupied with presenting the acutely conflictive nature of society. Through close study of representative works, we will study the nature of these conflicts and the varieties of compromise that the realist novel offers its characters and its readers in light of these clashing values and interests. We will study theories about the development of the novel and about realism and naturalism in a Spanish as well as a European context.

TEACHING METHOD: Primarily class discussion. Short occasional background lectures as needed.

EVALUATION: Midterm and final exam; final paper; class participation.

READING LIST:
Juan Valera, Pepita Jimenez
Benito Perez Galdos, Dona Perfecta; Misericordia
Emilia Pardo Bazan, La cuestion palpitante (selections)
Leopoldo Alas, La Regenta
Vicente Blasco Ibanez, La barraca
Humberto Robles  
Hispanic Studies C44-0  
CONTEMPORARY LATIN AMERICAN LITERATURE  
Time: TTH 10:30-12:00  
Office: 237 Kresge  
Phone: 491-8249

COURSE DESCRIPTION: Study and analysis of Latin American literature since World War II. Asturias, Borges, Garcia-Marquez, Parra, Rulfo, Sanchez, Esquivel, will be among authors discussed.

TEACHING METHOD: Lecture and class discussion.

EVALUATION: midterm, final, paper, class participation.

READING LIST: The final reading list has not been set as yet, but will be from the above mentioned authors, plus photocopied material provided by the Department at a modest price.

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: November 2, 1994
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:

Patricia Zody                 Lorraine Busch
SLAVIC A02-2 (Sec.20)          SLAVIC A02-2 (Sec.21)
INTERMEDIATE RUSSIAN          INTERMEDIATE RUSSIAN
Time:            MTWThF 900   Time:            MTWThF 1000
Office:          325E Kresge  Office:          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"

Irwin Weil
SLAVIC A05-6
FRESHMAN SEMINAR: Tolstoy and the Bible
Time:            MWF 10:00 - 11:00
Office:           147B Kresge
Phone:            491-8254
Expected enroll.: 15

COURSE DESCRIPTION: In works by L.N. Tolstoy, and in both parts of the Bible, we find a whole universe created by
extraordinarily inspired human imaginations. This course attempts to gain some understanding of how humans exist with unusually strong vitality in that universe, how their values illumine each other, and how they affect our values.

TEACHING METHOD: Class discussion, and some class presentation by students.

EVALUATION: 5 written exercises, initially short, then increasing slightly in length; a paper every two weeks.

READING LIST:

L.N. Tolstoy, War and Peace
from the Bible: "Genesis", "Samuel", "Matthew"

Ivana Dolezalova
SLAVIC A06-2
ELEMENTARY CZECH
Time: MWF 9:00 - 10:00
Office: 325B Kresge
Phone: 491-8248
Expected enroll.: 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' archives

Irina Dolgova
SLAVIC B03-2
INTERMEDIATE COMPOSITION AND CONVERSATION
Time:           MWF 1:00 - 2:00
Office          125B Kresge
Phone:          491-8082
Expected enroll.:  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. Assignements 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.

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.

Gary Saul Morson
SLAVIC B10-2
INTRODUCTION TO RUSSIAN LITERATURE: Tolstoy and Dostoevsky
Time: TTh 2:30 - 4:00
Office: 150B Kresge
Phone: 491-3651
Expected Enroll.: 120

COURSE DESCRIPTION: This course introduces the major Russian writers of the mid- to late-19th century, and places them in their literary historical, cultural, and philosophical context. We will read closely two novels of ideas: Dostoevsky's The Brothers Karamazov and Tolstoy's Anna Karenina. Conducted entirely in English.

TEACHING METHOD: Lectures and discussions.

METHOD OF EVALUATION: Paper and examination.

P/N ALLOWED.

Marvin Kantor
Slavic B55-0
INTRODUCTION TO SLAVIC CIVILIZATION
Time: TTh 1:00 - 2:30
Office: 148 B Kresge
Phone: 491-8251
Expected enroll.: 50

COURSE DESCRIPTION: This course studies the Slavs from their appearance in history, through their Christianization in the ninth and tenth centuries and the formation of the first Slavic states (up to approximately 1300). It can be used to satisfy the Historical option of the Distribution Requirements.

No prerequisites: P/N is allowed.

TEACHING METHOD: Lecture format, mid-term and final exam, or term paper.

EVALUATION: Exams and class participation.
READING LIST: Course material xeroxed.

Irina Dolgova
SLAVIC C03-2
ADVANCED RUSSIAN COMPOSITION AND CONVERSATION
Time: MWF 12:00 - 1:00
Office: 125B Kresge
Phone: 491-8082
Expected enroll.: 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.

EVALUATION: Class participation 30%; composition 30%; home reading 20%; tests 20%.

READING LIST:
I. Dolgova, Workbook.

Ilya Kutik
SLAVIC C59-1
19TH CENTURY RUSSIAN PROSE
Time: 10:30 - 12:00
Office: 125C Kresge
Phone: 491-8248
Expected Enroll.: 25

COURSE DESCRIPTION: The purpose of this course is to allow students of Russian to read and discuss important shorter
works by major Russian 19th-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 Pushkin, Turgenev, Dostoevsky, Tolstoy and Chekhov. All texts will be read in the original.

PREREQUISITES: Three years of Russian or instructor's permission.

Ilya Kutik
SLAVIC C-67
RUSSIAN FILM
Time: 10:30 - 12:00
Office: 125C Kresge
Phone: 491-8248
Expected Enroll.: 25

COURSE DESCRIPTION: This course offers an introduction to the development of Russian film and film theory from the silent era to the 1980s. The course has a dual focus, and is based around a series of major Russian films by directors such as Eisenstein, Vertov, and Tarkovsky, as well as Russian theoretical writings on film from the formalists of the 1920s to the semioticians of the 1960s. No knowledge of Russian required.

PROVISIONAL SYLLABUS:

1) The Early Days

Readings:
    from Yuri Tsivian, ed. Silent Witnesses: Russian Film, 1908-1919.

Film:
    "Father Sergius"

2) The Age of Experimentation

Readings:
    from Vladimir Petric, The Man with a Movie Camera
    Yuri Tynianov, selected essays
Films:

Dziga Vertov, "The Man with a Movie Camera"
Sergei Eisenstein, "The Battleship Potemkin"

3) Socialist Realism

Readings:
from Peter Kenez, Cinema and Soviet Society
selected speeches from 1st Conference of Soviet Cinematographers

Films:
Sergei Eisenstein, "Ivan the Terrible"
Mikhail Kalatosov, "The Cranes are Flying"

4) The Thaw and Beyond

Readings:
from Yuri Lotman, The Semiotics of Cinema

Films:
Andrei Tarkovsky, "The Mirror"
Sergei Paradjanov, "Sayat Nova"

5) Glasnost and the End of the Soviet Union

Readings:
from Andrew Horton and Michael Brashinshky, The Zero Hour. Glasnost and Soviet Cinema

Films:
"Little Vera"
Vitaly Kanevsky, "Freeze, Die, Come to Life"
COURSE DESCRIPTION: This course examines the modernist dramatic and theatrical traditions of Russia from the rise of the Moscow Art Theater at the very end of the 19th Century until the advent of Socialist Realism in the mid-1930s. We will try to determine why the theater became the central medium for the literary culture of Russian modernism, and we will analyze specific texts by major Russian writers including Chekhov, Blok, Khlebnikov, Mayakovsky and Bulgakov. In addition we will follow closely the dramaturgic experiments of Stanislavsky, Diaghilev, Meierkhold, and Tairov, the theoretical ideas of Ivanov and Evreinov, and the design innovations of Tatlin, Malevich and Exter.

READING: Knowledge of Russian desirable, although most readings will be available in both Russian and English.

Marvin Kantor
SLAVIC D34-0
STUDIES IN 18TH CENTURY RUSSIAN LITERATURE
Time: W 3:00 - 5:00
Office: 148 B Kresge
Phone: 491-8251
Expected enroll.: 10

COURSE DESCRIPTION: A seminar in 18th Century Russian literature. The students will study this period under the guidance of the instructor. The topics to be studied are: The emergence of the Russian literary language; the poetics of classicism and preromantism; the rise and fall of different genres; the contribution of the 18th century to the "Golden Age" of Russian literature. The students must have reading knowledge of Russian.

TEACHING METHOD: Tutorial.

METHOD OF EVALUATION: Papers on selected topics.

Saul Morson
SLAVIC D36-0
19th CENTURY RUSSIAN LITERATURE: Dostoevsky And The Novel
Time: M 3:00 - 5:00
Office: 150 B
Phone: 491-3651
Expected enroll.: 10

COURSE DESCRIPTION: An intensive treatment of Dostoevsky's The Brothers Karamazov. Topics to be considered: the nature of ideological fiction, Dostoevsky's innovations in the novel, about the resonance of his ideas, about ideas in his time. May be taken by those who do not know Russian. Permission of instructor required.

READINGS:
The Brothers Karamazov and appropriate background material and commentary, including Bakhtin's Dostoevsky book.

ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: November 2, 1994
0471 Sociology

Charles C. Moskos
Sociology A10
INTRODUCTION TO SOCIOLOGY
Time: MTW 3:00-4:00
Office Address: 1810 Chicago Ave., Rm. 214
Office Phone: 491-2705
Expected Enrollment: 650

COURSE DESCRIPTION: This is a basic course in sociology for majors and non-majors and also offers a basic understanding in sociological principles for those who wish to take only one quarter of sociology. The goal is to acquaint the student with core sociological concepts which he or she can apply to an understanding of contemporary American society. The format of the course is to apply concepts (e.g., culture, class, primary groups, bureaucracy, deviance) to concrete issues (e.g., family, church, education, politics, ethnic groups, and mass media).

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Because of the size of the class, lectures will be the main method exposition. Only limited discussions and questions will be allowed during lecture periods. There will be no quiz sections. Office hours with teaching assistants will be available.

METHOD OF EVALUATION: There will be one midterm examination and one final examination. The midterm examination will count for 1/3 of the grade, and the final will count for 2/3. Both tests will be multiple choice and short answer questions. Tests will be based on the readings and lectures. There will be no papers.

READINGS: To be announced.
COURSE DESCRIPTION: This course concerns the causes and consequences of social revolutions. In addition to theories of revolution and social change, specific topics include processes of peasant mobilization, capitalism and revolution, states and revolution, revolution and ideology, and the international context of revolutions. The class also covers the impact of revolution on political regimes, economic development, and social inequality. These topics will be discussed in relation to various specific cases of revolution such as the French, Haitian, Russian, Mexican, Chinese, and Vietnamese Revolutions.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Lecture plus discussion sections.

METHOD OF EVALUATION: Exams and participation in discussion sections.

READINGS:
Barrington Moore Jr., Social Origins of Dictatorship and Democracy (selected chapters)
T. Skocpol, "France, Russia, China: A Structural Analysis of Social Revolutions"
R.H. Bates, "The Commercialization of Agriculture and the Rise of Rural Political Protest"
T. Wickham-Crowley, "Terror and Guerrilla Warfare in Latin American, 1956-1970"
C.L.R. James, The Black Jacobins (selected chapters)
A. Gouldner, "Stalinism: A Study of Internal Colonialism"
J. Stacey, "Peasant Families and People's War in the Chinese Revolution"
D. Chirot, "What Happened in Eastern Europe in 1989?"
COURSE DESCRIPTION: This course examines the relationship between legal decision-making and social-political forces in their larger society. We will examine how law is produced by, and reproduces, social arrangements. We will focus, in particular, on the roles of race and gender ideologies in producing legal judgements. In addition, we will examine how legal changes is pursued as a strategy of social reform.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussions.

METHOD OF EVALUATION: Students will be evaluated on a midterm exam, short paper and a final exam.

READINGS: To be announced.

Bruce Carruthers
Sociology B15
ECONOMY AND SOCIETY
Time: MWF 11:00-12:00
Office Address: 1808 Chicago Ave., Rm. 208
Office Phone: 467-1251
Expected Enrollment: 120

COURSE DESCRIPTION: A sociological introduction to economic institutions and processes. We will cover topics such as property, prices, markets, informal economics, consumption and economic inequality.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussions.

METHOD OF EVALUATION: Three take-home assignments, final exam and participation in discussion sections.

READINGS:
Nicole Biggart, Charismatic Capitalism
Robin Leidner, Fast Food, Fast Talk
Barbara Reskin and Irene Padaric, Women and Men and other selected articles.

Nicola Beisel
Sociology B16
SOCIOLOGY OF SEX ROLES
Time:  TTh 10:30-12:00
Office Address:  1810 Chicago Ave., Rm. 311
Office Phone:  467-1250
Expected Enrollment:  180

COURSE DESCRIPTION:  This course examines the social construction and maintenance of male and female gender roles, with a focus on sexuality and the family. Topics covered will include body images and eating disorders; power in romantic relationships; teenage pregnancy; masculinity and homophobia; the economic consequences of divorce; and the conflicts over abortion and censorship.

PREREQUISITES:  None.  P/N allowed.

TEACHING METHODOLOGY:  Lectures will be the main method of exposition.

METHOD OF EVALUATION:  Students will be evaluated on the basis of three exams and on participation in discussion sections.

READINGS:  To be announced.

Albert Hunter
Sociology C01
THE CITY: URBANIZATION AND URBANISM
Time:  TTh 10:30-12:00
Office Address:  1812 Chicago Ave., Rm. 201
Office Phone:  491-3804
Expected Enrollment:  50

COURSE DESCRIPTION:  The course will first trace the rise of cities historically, with a brief look at urbanization in other countries. The remainder of the course will look at contemporary American cities and address such issues as class
and racial segregation, suburbanization and the movement of jobs and industry, urban life focusing on issues of social relations in the city, the search for community, alienation, anomies, fear and crime, and conclude with a discussion of politics, planning and public policy.

PREREQUISITES: A10 or B07 sociology course, or permission of instructor. P/N allowed.

TEACHING METHODOLOGY: The course will be a combination of lectures, discussions, and student participation in field projects to be defined in consultation with the instructor.

METHOD OF EVALUATION: A midterm exam, final report (research paper) on the student's field project, and student participation.

READINGS: Text to be announced and selected readings.

Kenneth Dauber
Sociology C02
SOCIOLOGY OF ORGANIZATIONS
Time: MW 11:00-12:30
Office Address: 1808 Chicago Ave., Rm. 202
Office Phone: 491-3719
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: A- or B-level sociology course. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussions.

METHOD OF EVALUATION: Several short papers and a final exam.

READINGS:
Graham Allison, Essence of Decision
Tracy Kidder, The Soul of a New Machine
John le Carre, Tinker, Tailer, Soldier, Spy
Robin Leidner, Fast Food, Fast Talk
Wendy Espeland and Lisa Staffen  
Sociology C06  
SOCIOLOGICAL THEORY  
Time:  TTh 10:30-12:00  
Office Address:  1808 Chicago Ave., Rm. 204  
Office Phone:  467-1252  
Expected Enrollment:  30  

COURSE DESCRIPTION: Analysis and applications of classic social theory, with an emphasis on how theory informs research.  

PREREQUISITES: B26 sociology course. Primarily for sociology majors. Others with consent of instructor. Attendance at first class mandatory. No P/N allowed.  

TEACHING METHODOLOGY: Lectures and discussions.  

METHOD OF EVALUATION: Grades will be based on papers and exams.  

READINGS: To be announced.  

Christopher Wellin  
Sociology C07  
SCHOOL & SOCIETY  
Time:  TTh 9:00-10:30  
Office Address:  1808 Chicago Ave., Rm. 202  
Office Phone:  491-2697  
Expected Enrollment:  50  

COURSE DESCRIPTION: In this course, we will delineate and critique two of the dominant perspective sociologists have adopted to study the relation of schools and society - functionalist and conflict perspectives. I will argue that both posit a form of "correspondence" between schools and society, and both suffer from serious limitations. Our objective will be to identify these limitations - principally their neglect of the roles of culture -- and to assess the usefulness of their perspectives in understanding current issues of school controversy, e.g., "speech codes" and "political correctness" on college campuses.
PREREQUISITES: A- or B-level sociology course. No P/N allowed.

TEACHING METHODOLOGY: Lectures, discussions and video.

METHOD OF EVALUATION: Three examinations: one objective/short essay; one "critique essay" based on a current public topic of cultural and/or political controversy; and one lengthy take-home essay. In-class oral presentations will also be assigned/graded.

READINGS:
Jerome Karabel and A.H. Halsey, Power and Ideology in Education
Paul Willis, Learning to Labor
Paul Berman, Debating P.C.
All will be available at Great Expectations Bookstore.

Elizabeth Clifford
Sociology C09
POLITICAL SOCIOLOGY
Time: TTh 9:00-10:30
Office Address: 1810 Chicago Ave., Rm. 219
Office Phone: 491-5671
Expected Enrollment: 50

COURSE DESCRIPTION: This course will introduce students to a wide variety of theories that social scientists use to explain and understand "the political world." Students will be exposed to five of the most widely used theories (or what we will call in this course "sets of assumptions"). The five to be examined are: Pluralism, Class, State Centered/Managerial, Multi-Cultural, and Feminism. The ultimate aim of the course is to give students the opportunity to examine, interact with and critique each theory to the extent that they are then able to develop their own "set of assumptions" about the way the political world operates.

PREREQUISITES: A- or B-level sociology course. No P/N allowed.

TEACHING METHODOLOGY: Lectures and discussions.
METHOD OF EVALUATION: Paper(s) and exams.

READINGS: To be announced.

Bernard Beck
Sociology C14
SOCIOLOGY OF RELIGION AND IDEOLOGY
Time: MWF 10:00-11:00
Office Address: 1810 Chicago Ave., Rm. 211
Office Phone: 491-2704
Expected Enrollment: 50

COURSE DESCRIPTION: An investigation of the role of ideas and belief systems in social life. Primarily a discussion course focusing on the use of talk in conducting social affairs. Attention will be given to key concepts such as commitment, rationality, justification and apology. There will be focused exercises in analyzing religious systems and in ideological analysis.

PREREQUISITES: A- or B-level sociology course. P/N allowed.

TEACHING METHODOLOGY: This course will be a discussion course requiring participation by all members of the class. The required work will include short papers on special assigned topics based on independent reading.

METHOD OF EVALUATION: Grades will be assigned based on three written papers.

READINGS:
Mircea Eliade, Sacred and Profane
Peter Berger and Thomas Luckmann, Social Construction of Reality
Thomas Kuhn, The Structure of Scientific Revolutions

Carol Heimer
Sociology C18
SOCIOLOGY OF LAW
Time: TTh 2:30-4:00
Office Address: 1812 Chicago Ave., Rm. 303
Office Phone: 491-7480
Expected Enrollment: 40
COURSE DESCRIPTION: This course will examine the social organization of legal institutions and the relationship between law and the structure of society. The principal topics examined are the social structure of the legal profession, the use of courts for dispute resolution, the role of law as an instrument of social control, social organization of the police, and the relationship between law, social change, inequality.

PREREQUISITES: A10 or B06. No P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION: Several short papers or essay exams.

READINGS: To be announced.

Timothy Koponen
Sociology C19
SOCIOLOGY OF SCIENCE
Time: TTh 1:00-2:30
Office Address: 1808 Chicago Ave., Rm. 202
Office Phone: Leave message at (312) 743-5673
Expected Enrollment: 50

COURSE DESCRIPTION: Covers science as a social system, and as a career. We will investigate what scientists do that distinguishes them from other types of activity. We will also investigate the impact of science and technology on social life in general. Starting in the laboratory, we will work out the implication of science and technology for society at large.

PREREQUISITES: A- or B-level sociology course. Permission of instructor. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION: Two papers, one short, one longer. Two tests on readings and class material.

READINGS:
Andrew Pickering, Science as Practice and Culture.
Don Ihde, Technology and the Lifeworld.
Sharon Traweek, Beamtimes and Lifetimes.

Charles C. Moskos
Sociology C21
ARMED FORCES AND SOCIETY
Time: MTW 2:00-3:00
Office Address: 1810 Chicago Ave., Rm. 214
Office Phone: 491-2705
Expected Enrollment: 50

COURSE DESCRIPTION: This is a survey course in military sociology. First, historical patterns of armed forces and society are traced from the middle ages to the modern period. The main part of the course deals with the American armed forces. Topics include: military professionalism, enlisted life and culture, combat behavior and motivation, race relations, women, and public attitudes toward the military. The course concludes with an overview of armed forces in Western Europe, peacekeeping forces, and national service.

PREREQUISITES: A- or B-level sociology courses. P/N allowed.

TEACHING METHODOLOGY: Lectures will be the main method of exposition.

METHODS OF EVALUATIONS: There will be one midterm examination and one final examination. Tests will be combination of short answers and essay questions. There will be no papers.

READINGS: To be announced.

Bruce Carruthers
Sociology C31
MARKETS, HIERARCHIES & DEMOCRACIES
Time: WF 12:30-2:00
Office Address: 1808 Chicago Ave., Rm. 208
Office Phone: 467-1251
Expected Enrollment: 35

COURSE DESCRIPTION: This course is about three main structures used for making economic decisions in modern
societies. In addition to explaining what each of the structures is, we will discuss the conditions under which each structure tends to occur, the kinds of outcomes each tends to produce, and the advantages and disadvantages.

PREREQUISITES: A- or B-level sociology course. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussion.

METHODS OF EVALUATION: Evaluation will be based primarily on a series of short papers.

READINGS:
Adam Przeworski, Democracy and the Market.
Douglass North, Structure and Change in Economic History.
Max Weber, General Economic History.
Alfred Chandler, The Visible Hand.
And a packet of readings.

Carol Heimer
Sociology C55
MEDICAL SOCIOLOGY
Time: TTh 10:30-12:00
Office Address: 1812 Chicago Ave., Rm. 303
Office Phone: 491-7480
Expected Enrollment: 40

COURSE DESCRIPTION: This course examines, from a sociological perspective, health and illness and the American health care system. Specifically, this course will explore medicine from a variety of sociological approaches. These approaches may be differentiated by their conceptions of illness, its theorized causes, and their notions of appropriate treatment. Throughout the course, these sociological approaches will be compared to one another and the traditional distribution of disease, social response to a "sick" person, the people deemed qualified to treat sick people, the setting in which the sick people are treated, etc.

PREREQUISITES: A- or B-level sociology course. No P/N allowed. First class mandatory.

TEACHING METHODOLOGY: Lecture and discussion.
METHOD OF EVALUATION: Several short papers or essay exams.

READINGS: Several books and a collection of articles.

Albert Hunter
Sociology C80-7
JUNIOR TUTORIAL: SUBURBIA
Time: T 2:30-4:30
Office Address: 1812 Chicago Ave., Rm. 201
Office Phone: 491-3804
Expected Enrollment: 25

COURSE DESCRIPTION: This seminar will study the rise of suburbs in metropolitan America and focus on contemporary issues of race and class segregation, local politics and planning, and patterns of association, from neighboring to political action.

PREREQUISITES: A- or B-level sociology course. P/N allowed.

TEACHING METHODOLOGY: Some lectures and discussion; also field observations.

METHODS OF EVALUATION: Papers and class participation.

READINGS: Selected case studies of suburbs, primarily in the U.S.

Karl Monsma
Sociology C80-7
JUNIOR TUTORIAL: LAW & SOCIAL THEORY
Time: W 3:30-5:00
Office Address: 1812 Chicago Ave., Rm. 302
Office Phone: 491-2741
Expected Enrollment: 8

COURSE DESCRIPTION: We will read and discuss what some of the classic thinkers of the social sciences had to say about law. The class will focus on the issue of property rights. We will read passages addressing questions such as the following: What is property? How do property rights become established? What happens when different systems of property rights exist in the same context? How are property rights
related to social institutions such as the State? What are the social consequences of different systems of property rights? This class emphasizes the development of the skills necessary to read, discuss, and write about theoretical texts.

PREREQUISITES: Majors in social science. No P/N allowed.

TEACHING METHODOLOGY: Seminar discussion.

METHODS OF EVALUATIONS: Written work, class participation, and class presentation.

READINGS:
Adam Smith, The Wealth of Nations. (Selections)
Karl Marx, Capital. (Selections)
Frederick Engels, The Origins of the Family, Private Property and the State. (Selections)
Max Weber, "Capitalism and Rural Society in Germany"
Max Weber, Economy and Society. (Selections)

Allan Schnaiberg
Sociology C80-7
JUNIOR TUTORIAL: ECOLOCALISM: COMMUNITY ENVIRONMENTAL INITIATIVES
Time: W 3:00-5:00
Office Address: 1808 Chicago Ave., Rm. 103
Office Phone: 491-3202
Expected Enrollment: 8

COURSE DESCRIPTION: This tutorial will extend earlier themes in Sociology C12, and encourage students to explore the wide variety of community environmental initiatives in Evanston, Chicago and north shore communities. It will examine not only local social movement organizations, but the role of community agencies and local businesses in stimulating energy conservation and recycling, along with other environmental protection activities. We will particularly note areas in which "environmental justice" programs have been initiated, including the PIC program at the Evanston Recycling Center, which employs minority interns. Papers in earlier tutorials included field research on the Nuclear Energy Information Service, NU's recycling program, local vegetarians, and the Center for Neighborhood Technology.
PREREQUISITES: Social science and/or engineering/applied engineer courses. No P/N allowed.

TEACHING METHODOLOGY: Seminar-discussion format. Group and individual meetings with students each week focussing on their field projects.

METHOD OF EVALUATION: Research report.

READINGS:
Kenneth Gould, Adam Weinberg and Allan Schnaiberg, Empowering Place: Local Environmentalism in the Transnational Treadmill of Productions.
Andrew Szasz, Ecopopulism: Toxic Waste and the Movement for Environmental Justice.

Isidro Lucas
Sociology C94
SENIOR LINKAGE SEMINAR: CIVIL RIGHTS AND SOCIAL POLICY
Time: T 7:00-9:30
Office Address: Classroom
Office Phone: Leave message at (312) 995-3696
Expected Enrollment: 15

COURSE DESCRIPTION: As social activists and involved citizens propose to the country changing social policies, and policy makers (legislators, the executive and the judiciary) jointly make those proposals reality, social policy analysis stands in the middle: it studies the conditions that warrant change, the mechanics of implementation, and the evaluation of the results. It is a practical task, based on experience and on actual implementation. This practical approach to civil rights and social policies is the core of this course. Theoretical considerations are grounded in practice. The role of government, private philanthropy and corporate responsibility are studied, as are the relationships between race/ethnic origin and poverty conditions.

PREREQUISITES: Seniors only. A- or B-level sociology course. No P/N allowed.

TEACHING METHODOLOGY: Seminar discussion.
METHODS OF EVALUATION: Written work and class participation.

READINGS: To be announced.

Arthur Stinchcombe
Sociology C98-2
SENIOR RESEARCH SEMINAR
Time: TTh 3:00-5:00
Office Address: 1812 Chicago Ave., Rm. 203
Office Phone: 491-5536
Expected Enrollment: 50

COURSE DESCRIPTION: Student will develop a thesis project and prepare to collect the information to be included in the thesis. They will also be in contact with a substantive adviser for their thesis topic. The course will meet regularly until the students develop their topics and their plan of research, and several individual conferences will be arranged until the draft thesis is well under way. Then (during the winter quarter) meetings for presentations of thesis and for critiques will take place. The thesis will be comparable to an honors thesis, and will ordinarily be modeled on an academic article in some subfield of sociology.

PREREQUISITES: Sociology majors only; senior standing or near. Permission of the Department. No P/N allowed. A K grade is given for the first term, then changed to the grade of the thesis.

TEACHING METHODOLOGY: Seminar meetings and individual conferences until plans get formed, individual conferences while research and writing goes on, presentation at seminar meetings of draft thesis during the second term.

METHOD OF EVALUATION: The main determinant of the grade will be an evaluation of the quality of the thesis. There will be some consideration of adequate seminar participation.

READINGS: Varies with the topic of the thesis. The student will develop a reading list appropriate to the topic, with faculty consultation.
Jose Dupuis  
Statistics, B02-0  
INTRODUCTION TO STATISTICS  
Time:  TTh 10:30-12 (Opt Disc)  
Office Address:  2006 Sheridan Road  
Phone:  491-3974  
E-mail:  dupuis@galton.stats.northwestern.edu  
Expected Enrollment:  80  

COURSE DESCRIPTION: This is a non-mathematical introductory course in statistics and probability. While the course will require computations to solve real data problems, our focus will be on understanding the concepts of statistics and probability rather than on mathematical formulae.  

Topics to be discussed include experimentation, descriptive statistics, correlation and regression, probability, sampling, estimation, and testing.  

PREREQUISITES: High school algebra.  

TEACHING METHOD: Two lectures per week  

EVALUATION: Weekly homework, one midterm and a final examination.  


Martin Tanner  
Statistics, B02-0  
INTRODUCTION TO STATISTICS  
Time:  TTH 1-2:30 (Opt Disc W 3-4)  
Office Address:  2006 Sheridan Road  
Phone:  491-3974  
E-mail:  tanm@niagara.stats.northwestern.edu
Expected Enrollment: 80

COURSE DESCRIPTION: Statistics is the science of data. This science involves collecting, summarizing, organizing, analyzing, and interpreting data. Statistics is also the art of making numerical conjectures about puzzling questions. This course will serve as an introduction to the useful field of 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. Optional discussion section.

EVALUATION: Two quizzes, midterm, final and weekly homework.


Jill Glassman
Statistics, B10
INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES
Time: MTW 2 Disc Th or F
Office Address: 2006 Sheridan Road
Phone: 491-4550
jglass@casbah.acns.northwestern.edu
Expected Enrollment: 150

COURSE DESCRIPTION: This is an introductory course in statistics. Basic concepts useful in more advanced courses in the social sciences will be defined in mathematical terms, although gaining a broader sense of their meanings will be emphasized. Applications of the concepts to various fields will be examined during TA sections by working through many examples. A problem session will be held once a week in addition to the lectures. Time and place will be announced
in class.

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 discussion section.

EVALUATION: Grades will be determined on the basis of homework, midterm and final exam.


Shelby J. Haberman
Statistics, C50-0
REGRESSION
Time: TTH 10:30-12:00
Office Address: 2006 Sheridan Road
Phone: 491-5081
E-mail: shelby@fisher.stats.northwestern.edu
Expected Enrollment: 10

COURSE DESCRIPTION: Statistical techniques for linear regression are developed, with an emphasis on applications to empirical data. Least-squares methods, confidence intervals, tests of hypotheses, measurement of association, and residual analysis are studied. Criteria and methods of model selection are explored. Computational and inferential procedures are presented for nonlinear regression. Use of computer packages is emphasized throughout the course.

PREREQUISITES: A previous course in statistics and in matrix algebra.

TEACHING METHOD: Lectures

EVALUATION: Homework 50%, Take-home final 50%.

COURSE DESCRIPTION: The purpose of this course is to provide an introduction to a variety of computational algorithms for Bayesian inference. Two types of methods are considered in detail: observed data and data augmentation methods. The observed data methods are applied directly to the likelihood or to the posterior density. These include: Newton-Raphson, Laplace's method, Monte Carlo and Metropolis methods. The data augmentation methods rely on an augmentation of the data which simplifies the likelihood or posterior density. These include: EM, Data Augmentation, Poor Man's Data Augmentation and the Gibbs Sampler. All methods will be motivated and illustrated with real examples.

PREREQUISITES: Calculus, Statistics C20-1,2 or the equivalent.

TEACHING METHOD: Two lectures per week.

EVALUATION: Graded homework and project.

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.


Shelby J. Haberman
Statistics, D48-0
MULTIVARIATE STATISTICAL METHODS
Time: TTH 1-2:30
Office Address: 2006 Sheridan Road
Phone: 491-5081
E-mail: shelby@fisher.stats.northwestern.edu
Expected Enrollment: 10

COURSE DESCRIPTION: Methods are developed for analysis of multiple continuous responses. Multivariate regression analysis and multivariate analysis of variance are emphasized. Standard tests are developed based on the multivariate normal distribution. Canonical correlation, discriminant analysis, and principal components are considered. Depending on student interest, factor analysis
and cluster analysis may be investigated. Use of standard computer packages is emphasized.

PREREQUISITES: A course in regression analysis comparable to Statistics C50.

TEACHING METHOD: Lectures.

EVALUATION: Graded homework and a take-home final examination.


Martin A. Tanner
Statistics D61-0
APPLIED BAYESIAN INFERENCE
Time: TTH 9-10:30
Office Address: 2006 Sheridan Road
Phone: 491-2700
E-mail: tanm@niagara.stats.northwestern.edu
Expected Enrollment: 20

COURSE DESCRIPTION: The purpose of this course is to provide an introduction to a variety of computational algorithms for Bayesian inference. Two types of methods are considered in detail: observed data and data augmentation methods. The observed data methods are applied directly to the likelihood or to the posterior density. These include: Newton-Raphson, Laplace's method, Monte Carlo and Metropolis methods. The data augmentation methods rely on an augmentation of the data which simplifies the likelihood or posterior density. These include: EM, Data Augmentation, Poor Man's Data Augmentation and the Gibbs Sampler. All methods will be motivated and illustrated with real examples.

PREREQUISITES: Calculus, Statistics C20-1,2 or the equivalent.

TEACHING METHOD: Two lectures per week.

EVALUATION: Graded homework and project.
Frances Freeman Paden  
Women's Studies C91-0  
WRITING WOMEN'S LIVES  
Time: TTH 10:30-12:00  
Office Address: 1902 Sheridan Rd.  
Office Phone: 491-4974  
Email: fran@casbah.acns.northwestern.edu  
Expected Enrollment: 15

COURSE DESCRIPTION: In this writing-research seminar, students will use primary sources (oral histories, letters, diaries, etc.) to develop projects that illuminate the lives of women. Class time will be devoted to discussion of published biographies (books, essays, films) and to workshops on the final projects. Some theoretical questions to be considered: What is the biographer's relation to the subject? To the audience? In what ways are biographies revelatory of the writer? What is the relation between fact and truth? What happens when life is transformed into art?

The course is interdisciplinary in nature and is open to both undergraduates and graduate students. Interested students should stop by Women's Studies or the Writing Program to pick up an application.

PREREQUISITES: None. Permission of instructor required.

TEACHING METHOD: Discussion, workshop, research.

EVALUATION: Two short essays. A final written project.

TEXTS: Carolyn Heilbrun. Writing a Woman's Life  
Kay Mills. This Little Light of Mine: The Biography of Fannie Lou Hamer  
Selections from archives and a packet of readings.

Vrinda Nabar
Women's Studies C95-0
WOMEN IN INDIA
Time:  TTh 1:00-2:30
Office Address:  2000 Sheridan Rd.
Office Phone:  491-5871
Expected Enrollment:  25

COURSE DESCRIPTION:  This course will serve as an introduction to Women's Studies in India. Readings and lectures will examine the Indian woman and the Women's Movement in the context of the Indian socio-cultural scene, paying particular attention to depictions of women in the media and to women's revolt in and through literature. The course will conclude with an assessment of women's needs in a post-colonial, Indian context and with a look at milestones in the Women's Movement in the past decade.

Professor Alexandra Owen
Women's Studies B-30
THE ROOTS OF FEMINISM
Time:  MW, 11:00-1:00
Office Address: Harris 201B
Office Phone:  491-3153

COURSE DESCRIPTION: This course will introduce students to major milestone texts in the development of feminist thought and the women's movement. We will read and discuss the work of major feminist "names" from 1790-1990, and will consider the importance of both Marxist and Freudian analyses for feminist theory. Readings will be contextualized in terms of social, political, and intellectual background. We will explore the emergence of liberal, cultural, socialist-feminist, and radical feminism, and will consider issues of race and sexuality. The course seeks to develop an understanding of why we must talk about feminisms rather than assume the existence of a single, unified voice or movement. We cannot, however, hope to cover everything, and it is to be emphasized that this is an introductory course. All are welcome, but open minds and a capacity for hard work are prerequisites. Be ready to do a lot of reading!

REQUIREMENTS:
MANDATORY attendance at the first meeting
2 classes per week + one 1 hr. section
EVALUATION:
50% Section participation and two term papers
50% Final Examination

TEXTS FOR PURCHASE:
Mary Daly, Gyn/Ecology
Simone de Beauvoir, The Second Sex
Josephine Donovan, Feminist Theory
Betty Friedan, The Feminine Mystique
Harriet Jacobs, Incidents in the Life of a Slave Girl
Kate Millett, Sexual Politics
Juliet Mitchell, Psychoanalysis and Feminism
Mary Wollenstoncraft, Vindication of the Rights of Woman
Virgina Woolf, Three Guineas

*Course Packet (Kinko's)

Michael S. Sherry
History C91-30: Special Topics
LESBIAN AND GAY HISTORY IN THE UNITED STATES
Time: T-TH 2-4:30, F 10/11/1 (discussion)
Office Address: Harris 214
Phone: 491-7191
Enrollment: Limited to 75

COURSE DESCRIPTION: This course, for history majors and interested non-majors, surveys the historical experience of gay and lesbian American and the evolution of attitudes towards them, and categories defining them. In particular, it seeks to explain why distinctive gay and lesbian subcultures emerged in the twentieth century and why homosexuality became a politicized issue. Broader questions in the history of gender and sexuality necessarily will also arise. The focus of the course is history, not current issues, but the latter naturally arise in such a course, and course materials are weighted to recent gay and lesbian history. Though not required, some previous coursework in American history will be helpful to students. Reading load is fairly heavy; most of the many films to be viewed will be shown during lecture periods.

Mandatory attendance at first class. No P/N option. Registration for Discussion Section Mandatory.
TEACHING METHOD: lecture and discussion

EVALUATION: Grade based primarily on three papers totaling about 20 pages, precise format and schedule to be determined. Excellent participation in discussion may raise grades.

TENTATIVE READING LIST:
George Chauncey, Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940
Lillian Faderman, Odd Girls and Twilight Lovers: A History of Lesbian Life in 20th Century America
John D'Emilio, Sexual Politics, Sexual Communities
Ann Bannon, Odd Girl Out
Audre Lorde, Zami: A New Spelling of My Name
Paul Monnette, Becoming A Man: Half a Life Story
Rita Mae Brown, Rubyfruit Jungle
Andrew Kopkind, ed., A Queer Nation (special issue of The Nation, July 5, 1993)
plus photocopied selections and films

Pam Adelmann
Women's Studies D51-0
GENDER ISSUES IN WORK AND LIFE TRANSITIONS
Wednesday, 1:00-3:30

COURSE DESCRIPTION:
This course examines the theoretical and empirical literature on life events and life roles and their different consequences for the well-being of women and men. Participants are expected to complete all required readings and contribute to weekly discussions.

Requirements are: Acting as a discussion co-leader for one topic during the seminar, completing an annotated bibliography on a topic related to course material, and presenting this project the last week of class, producing a 10-15 page paper integrating the literature from the bibliography.

READINGS: Course Packet

PREREQUISITE: Course in statistics required.
*This class is open to advanced undergrads with permission of
Phyllis Lassner  
Women's Studies C92-0  
WOMEN AND WAR IN THE 20TH CENTURY  
Time: MWF 10:00-11:00  
Office Address: 1902 Sheridan Rd.  
Email: phyllisl@merle.acns.northwestern.edu

COURSE DESCRIPTION: This course is designed to study the voices of women who have experienced war in our century. Using World Wars I and II as the basis of our reading and discussion, we will chart the social and political changes that affected women in those and subsequent wars and that women effected through their war work, protests, support and a complex range of responses.

Our method of study will be interdisciplinary, focusing on historical and literary perspectives. We will attend to the historical contexts which gave rise to World Wars I and II as well as to those which informed American and British government policies and social attitudes towards women's wartime paid and volunteer work outside the home.

We will also examine whether war brought temporary or permanent change to the lives of women. Primary reading texts, which will include novels, memoirs, letters, poetry and essays, will be analyzed to determine the diversity of women's attitudes towards war, towards their changing domestic lives, and their definitions of patriotism and nationhood. We will view these attitudes and definitions in relation to other perspectives, including government propaganda and dominant views as expressed in the print media.

TEACHING METHOD: Class meetings will be conducted as discussions of assigned texts, with attention to students' own responses and reactions to the issues of war.

TEXTS:
Helen Zenna Smith. NOT SO QUIET.  
Katherine Burdekin. SWASTIKA NIGHT.  
Miriam Cooke & Roshini Rushtomji-Kerns. BLOOD INTO INK: SOUTH ASIAN AND MIDDLE EASTERN WOMEN WRITE WAR.
Tessie P. Liu  
History C92-30/D92-22  
DEFINING AND TRANSGRESSING BOUNDARIES: QUESTIONS OF GENDER IN MODERN HISTORY  
Time: Tuesdays: 2pm to 4pm  
Office Address: 320 Harris  
Office Phone: 491-3150  
Maximum Enrollment: 15  

COURSE DESCRIPTION: This seminar introduces students to current scholarly research on the social construction of gender and sexual identities. The aim of the course is to explore critically how masculinity and femininity as well as heterosexuality are established as dominant norms by studying the behaviors, desires, and biological conditions that are repressed and/or marginalized. Readings will touch upon such important themes as: the emergence of gender differentiated models of human biology in modern medicine; the power of gender inversions in social protest; the rise and articulation of homosexuality as a distinct sexual orientation; anthropological and historical perspectives on intersexuality. We will explore these various themes in relation to the central question of the seminar. Some prior familiarity with either gender analysis, women's studies, women's history, gay and lesbian studies, or history of sexuality is strongly encouraged, although not required. The methods and core readings are historically specific. The scholarship in this field, however, is strongly interdisciplinary. Participants from all disciplines are welcome. A variety of backgrounds will enliven our discussions.

PREREQUISITES: By permission of instructor only.

TEACHING METHOD: Discussion and class presentations. Weekly short papers (1-3 pages) and one final paper (7-10 pages). No midterm or final examination.
EVALUATIONS: Class participation, written work, and attendance.

TENTATIVE READING LIST: (about a book or 4-5 articles a week)
Herculine Barbin: Being the Recently Discovered Memoirs of a Nineteenth-Century Hermaphrodite.
Judith Butler, Gender Trouble: Feminism and the Subversion of Identity.
Martin Duberman, Martha Vicinus, and George Chauncey, Jr.
Hidden from History: Reclaiming the Gay and Lesbian Past (selected articles).
Epstein and Straub, eds. Body Guards: Cultural Politics of Gender Ambiguity (selected articles).
Gilbert Herdt, ed. Third Sex, Third Gender: Beyond Sexual Dimorphism in Culture and History (selected articles).
Esther Newton, Mother Camp.
Peter Sahlins, Forest Rites: Peasant Revolt and Popular Culture in Nineteenth-Century France.
Londa Schiebinger, The Mind Has No Sex?
and articles by Natalie Zemon Davis, Leonore Davidoff, Lynn Hunt, Dorinne Kondo, Tom Laqueur, Carol Pateman

Professor Micaela di Leonardo
Women's Studies D05
ADVANCED FEMINIST THEORY
Time: Wednesdays 7-9:30pm
Office: 1810 Hinman, 24
Phone: 491-4821

COURSE DESCRIPTION: This seminar will help to fill in common elisions in contemporary feminist discourse in two ways. First, we will be reading key texts by six late-18th century to mid-20th century theorists whose work on class, race, gender and/or nationality divisions has had a major impact on subsequent thought. Then, in the following weeks of the seminar, we will be reading some important works in intellectual/social history, each of which is fundamentally concerned with some one form of "otherness". We will read these books as informative narrative histories, as examples of the impact of theory on historical and social interpretation, and most importantly-- as works that
foreground on "other" and (to a greater or lesser extent) shadow the rest.

EVALUATION: Course grades will be based on class discussion (including a stint at co-facilitation) and a final take-home exam.

READINGS: TBA

Professor Karen Pinkus
Italian C75: Topics in Culture
"QUESTIONS OF GENDER IN POSTWAR ITALY"
Time: Tuesdays 10-12:30

COURSE DESCRIPTION: This course will be run as a seminar, entirely in English. We will focus on a variety of cultural manifestations from the so-called "boom" years of Italy following WWII. After an initial period of Reconstruction, Italy suddenly exploding with rapid economic and social development during the 1950s and early 1960s. Mass cultural forms as diverse as films, cars, pulp romances, and music reflect a fresh and optimistic spirit, but at the same time, it is possible to read a kind of nostalgia for the past and a "backlash" against women in a variety of texts. The course will consider the representation of women in films such as Germi's Seduced and Abandoned and Pasolini's documentary Love Meetings; in early Italian television commercials, novels, and even in aspects of visual culture such as car or moped design. We will also explore the unique developments that make up Italian feminism; we will focus on the "Montesi scandal", an infamous, unsolved murder of a young Roman woman in which gender and reactionary politics meet head to head.

EVALUATION: Students will work closely with the professor to develop a particular research project tied to their interests. Each student will present work to the group, and then complete a final paper on a topic of choice.

Although the course is offered in English, students with a knowledge of Italian may choose to do readings/research in the original language.

Leslie Ashbaugh
Cultural Images of African Women

Time: MW 10:30am-12

Course Description: Throughout history, images of African women have been constructed by the medical community, missionaries, colonialists, anthropologists, the development crowd, as well as African leaders in the post-independence era. In this seminar we will examine and trace the history of these images, question the motivations behind many of these constructions, and examine how they differ from African women's own unfolding realities on the ground. The teaching methodology will be an interactive seminar style with student presentations, projects and occasional films.

Evaluation: First and foremost, every student is expected to come to class prepared to discuss in depth each of the day's readings. These readings assignments are listed under each day's topic in the syllabus.

Students are expected to write three reaction papers, based on the assigned readings. Each paper should be 5-7 pages in length. In order to encourage discussion and challenge their work, each student will discuss their views about these readings using a first draft of each paper. Each final paper will contribute 20% to the final grade. Each paper grade will be based on the paper itself as well as on each student's class discussion of it.

Each student will be responsible for introducing one class meeting's assigned readings. This will entail making a short presentation (approximately 20 minutes in length) which either provides the class with background information regarding the week's readings, or synthesizes the readings and highlights the major points for the class. This presentation will contribute 20% to the final grade.

Lastly, there is a final project which entails conducting an ethnographic interview.

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
INSTRUCTORS: Linda Gates (Speech/Theatre), Michael Pisaro (Music/Theory and Composition), Lorraine Peltz (CAS/Art Theory and Practice), Larry Silver (CAS/Art History), Carol Simpson Stern (Speech/Performance Studies), Antonio Garcia (Music/Performance Studies)

Integrated Arts Program, A90

ART PROCESS
Integrated Arts Program office: 1979 South Campus Dr.
Room 200
Phone: 491-3171
Expected Enrollment: 70

COURSE DESCRIPTION: The foundational course of the Integrated Arts Program, A90 Art Process is an excellent way to discover the excitement and challenges of the program as a whole, and it is the prerequisite for all other courses in the program. The course acquaints students with the common concerns in the arts (theatre, art, and music) utilizing the analytic paradigm of artist/media/artwork/audience to understand the creative process. The course is divided into three units of three weeks, each devoted to one of the arts-music, theatre, and art—and it culminates with a final synthesizing week in which issues common to all the arts, and those separating them, can be meaningfully explored. Teaching the course will be 6 artist/scholars from the School of Speech, the School of Music, and the College Arts and Sciences (see above).

Students wanting to register for this course must first request permission at the program office between Nov. 7th and 10th (Speech students must request permission at Speech Pre-registration, Nov. 7-8)

PREREQUISITES: None.

TEACHING METHODOLOGIES: The course is taught through a lecture/studio format, with class time divided into 2 hours
of lecture and 3 hours of lab per week. Labs will be composed of 20 students each and will be divided into three units of three weeks each as described above.

METHODS OF EVALUATION: Requirements include readings, a paper, studio projects, a final examination, and attendance at performance and exhibition events on and off campus. No P/N option.

TEXTBOOKS:
Beckett, S., Endgame
Shakespeare, W., The Winter's Tale
Shepard, S., Action

INSTRUCTORS: Dawn Mora (Speech/Theatre), Michael Pisaro (Music/Theory and Composition)

Integrated Arts Program C90-1
PERFORMANCE SEMINAR
Integrated Arts Program Office: 1979 South Campus Dr. Room 200
Phone: 491-3171
Expected Enrollment: 20

COURSE DESCRIPTION: The first of the two capstone courses of the Integrated Arts Program. Team-taught, the course provides a culmination of the experiences and study of the previous courses in the program. Students will work as an ensemble to create a presentation, stimulated by an initial theme or artwork, and incorporating the talents and interests of the participants. The final presentation will integrate practices and theories drawn from theatre, art, music, and dance, and will explore its design, direction and production outside of conventional institutional boundaries.

PREREQUISITES: A90 Art Process and two of the four B91 courses.

TEACHING METHODOLOGIES: The students will work collaboratively to develop the final presentation, taking it from the establishment of a theme, through the conceptual stages necessary to give it spatial, kinetic, aural and
visual dimensions, to its realization through the rehearsal process.

METHODS OF EVALUATION: Requirements include a journal of the process, individual and group assignments, a final examination and attendance at campus performance events. No P/N option.

TEXTBOOKS: Brook, P., Any Empty Space
Peter Hayes  
International Studies B01-2  
INTRODUCTION TO THE WORLD SYSTEM  
Time: 10:30-11:50  
Office Address: 104c Harris Hall  
Phone: 491-7446 or 491-3406  
Maximum Enrollment: 170  

COURSE DESCRIPTION: This portion of the International Studies Program core sequence is a broad thematic survey that examines the emergence, evolution, and development of several major processes, institutions, and structures in the world system in the period 1750-1914. Emphasis on the mutual political, economic, social, and cultural impact of the Western and non-Western worlds and on great power rivalries and colonization.  

TEACHING METHOD: Lecture and discussion sections.  

EVALUATION: Grades will be based on your performance on a midterm (40%), a final exam (40%), and in discussion sections (20%).  

READING LIST: To be announced.  

NOTES: No P/N; Attendance at first class mandatory; Enrollment in discussion sections compulsory.  

Amnon G. Finkelstein  
International Studies C90-0  
THE COLD WAR AND AFTER  
Time: M 2:00-5:00 PM  
Office Address: 20 University Hall  
Phone: 491-7980  
Expected Enrollment: 25
COURSE DESCRIPTION: This International Studies advanced course examines domestic and global aspects of U.S. foreign and domestic affairs during and after the Cold War. Students will discuss events and processes such as the Truman Doctrine, Fordism, the Marshall Plan, the Loyalty Program, McCarthyism, the wars in Korea and Vietnam, global social protest, Detente, the end of the Cold War, post-Fordism and globalization. We will make a conscious attempt to sample these events and episodes, utilizing a variety of social scientific approaches, while thinking critically about the problems of synthetic generalization. International studies, history, and political science concentrator are welcome to explore, in global and local contexts, the recent history of the United States and to delve into it equipped with some familiar and new conceptual elements.

REGISTRATION PRE-REQUISITES:

- At least one quarter of Introduction to the World System (B01-1/2/3)
- The course is open to juniors and seniors, or with instructor's consent.
- The course will be limited to twenty-five (25) students.

Arthur Cyr
International Studies C94-0
THE UNITED STATES, EUROPE AND JAPAN: POLICIES AND OPPORTUNITIES IN THE WAKE OF THE COLD WAR
Time: TH 6:00-9:00 PM
Office Address: 20 University Hall
Phone: 491-7980
Expected Enrollment: 15

COURSE DESCRIPTION: The purpose of the course is to provide background, present perspectives, and possible and likely future directions for relations among the principal industrialized nations—the United States, Europe and Japan—in the wake of the conclusion of the Cold War. Considerable emphasis will be placed on a firm background to the current international environment, including the genesis of the Cold War and the course of the U.S.-Soviet competition during the period of the late 1940s through the late 1980s. There will be discussion of the specific policy options facing the U.S. in the future, and the future of such institutional
mechanisms as NATO, the European Community, and the established summit meetings between the main industrial nations. There will also be comparative discussion of the roles of interest groups, party politics and public opinion in foreign policy.

TEACHING METHOD: Lecture/discussion

READINGS: TBA

REGISTRATION PRE-REQUISITES: CAS Seniors only.
0605 Performance Studies

Paul Edwards, Supervisor
General Speech A03
ANALYSIS AND PERFORMANCE OF LITERATURE (3 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)

Johannes Birringer
Performance Studies B10-3
PERFORMANCE: PROCESSES AND STRATEGIES
Office Address: 1979 South Campus Dr., Room 219
Phone: 491-3232
COURSE DESCRIPTION: The emphasis in this rehearsal class is on the exploration of performance as experiential and compositional process as well as on contemporary intercultural and intermedia strategies for performance. Students will be introduced to artistic and social performance processes and to ways in which individuals and groups enact and create social realities or construct images of their lived and imagined histories.

PREREQUISITE: A03. Open to P/N to all but departmental majors.

TEACHING METHODOLOGIES: The process in this class involves creating a performance ensemble committed to experimenting with different materials and with the research process itself. Collective participation is required; individual performance or media projects will be developed in relationship to each other.

METHOD OF EVALUATION: The student work will be evaluated on the basis of the contribution made to the explorative process. Requirements include rehearsals, performances, and writings.

READINGS:
Doug Hall/Sally Jo Fifer, ILLUMINATING VIDEO (Bay Area Coalition), 1991

Performance Studies B24-0
Paul Edwards
ADAPTING NARRATIVE FOR GROUP PERFORMANCE
Office: Theatre/Interpretation Center, Rm. 216 (second floor)
Phone: 491-3171

Description. The course introduces students to theories and methods of adapting printed narratives (especially novels and short stories) for formal stage presentation, or for group performance in non-theatrical settings. Scripted adaptations
and group performances are viewed in two ways: (1) as aesthetic objects requiring their own norms of criticism; and (2) as critical tools in the study of narrative.

Methods of evaluation. Students read a group of core texts, carry out a variety of in-class exercises, and complete essay and performance assignments. Typically a student will collaborate in the adaptation and direction of two scenes, or will adapt and direct these scenes independently. Additionally, the student will perform in two to five scenes. The two written essays relate to problems in transforming the printed text into a performance text. Attendance is mandatory. No midterm or final examination.

Required reading.
Robert Breen, Chamber Theatre
Ann Charters, ed. Major Writers of Short Fiction

Anna Scott
Performance Studies C16
FOLKLORE AND ORAL TRADITION SPECIAL FOCUS -- (EM)BODIED KNOWLEDGES: DANCE IN THE AFRICAN DIASPORA
Class size: 15

Through lecture-demonstrations and discussion sessions, lab sessions and field trips this course will examine how dance has been and is utilized as: a marker of cultural difference or lack; a site of resistance and ritualized memory; a unity-text. We will also learn how to investigate the impact of various socio-economic and political forces on a "Black dance," such as -- unemployment, tourism, "professional strangers" (anthropologist, etc.), arts presenters, recording artists and companies, grant makers.

The lab sessions will be crucial to our understanding of a history/time lapse portrait of the African Diaspora wrapped around shaking hips, so to speak. All sessions are at an introductory dance level meant to get you excited enough to venture into Chicago in search of further study! Lab will be scheduled in addition to regularly scheduled class time at the first meeting. Dress requirements will change with each area of the Diaspora.

We will read "texts" broadly --written, oral, aural, and
visual-- for the nature of research on dance in the African Diaspora requires that we learn to read the "asides" in scholarly writings and descriptions from unusual cataloguers (like travelers and poets) and glean data from theatrical as well as ethnographic films. Finally but most importantly, we must develop a process of reading extremely racist accounts of black dance events, be they staged or "in the bush," that will allow us to hear the voices and step in the footprints of those who were/are the object of study and scrutiny.

All students are responsible for all readings/screenings and expected to participate in class discussion and lab sessions. Graduate students will be responsible for additional reading marked GRAD in the syllabus. All students will keep a journal of lab sessions in relation to readings and discussion. Final projects can be negotiated -- a 10-15 page research paper on a specific site in the Diaspora (slightly longer if the spirit moves you); a group or solo performance of issues raised in class (dance-based of course); a visual collage or soundscape; a collection of poetry or a piece of fiction about dance -- the possibilities are limitless! But time isn't, so pick wisely.

All levels welcomed. Non-Performance Studies majors welcomed.

REQUIRED TEXTS (readings to be drawn from the following):
Agar, Michael. The Professional Stranger: An Informal Introduction to Ethnography
Bettelheim, Judith and John Nunley. Caribbean Festival Arts: Each and Every Bit of Difference.
Brathwaite, Edward. The Arrivants - A New World Trilogy.
Certeau, Michel de. The Practice of Everyday Life. GRAD
Dash, Julie, dir. Daughters of the Dust.
Dunham, Katherine. Dances of Haiti.
Emory, B. Black Dance in America: 1645 to the Present
Franklin, John Hope. From Slavery to Freedom: A History of Negro Americans*
Gilroy, Paul. Small Acts*
Greenblatt, Stephen. Marvelous Possessions. GRAD
Hazzard-Gordon, Katrina. Jookin': The Rise of Social Dance
Formations in African-American Culture.
Herskovits, Melville J. The Myth of the Negro Past*
Jahn, Jahniez. Muntu.*
Lewis, Gordon. Main Currents in Caribbean Thought: The
Historical Evolution of Caribbean Society in its
Ideological Aspects, 1492-1900.*
Mintz, Sidney and Richard Price. The Birth of African-
American Culture: An Anthropological Perspective.
Mutabaruka. Melanin Man.
The Petersen Atlas*
Shange, Ntozake. Sassafrass, Cypress & Indigo.
Taussig, Michael. Mimesis and Alterity: A Particular History
of the Senses. GRAD

OTHER FILMS & Videos:
Black Dance in America
Cabin in the Sky
Carmen Jones
Dancing, reel 7 of PBS series
King Kong

Johannes Birringer
Performance Studies C20-0
LANGUAGES OF THE BODY
Office Address: 1979 South Campus Dr., Rm 219
Phone: 491-3232, 491-3171
Expected Enrollment: 15-20

COURSE DESCRIPTION: This rehearsal workshop explores non-
verbal body movement and gestural vocabularies in theatre,
dance, and performance art (with reference to cinema/video
art and to productions of the body in the visual media and
the commercial media) using illustrations that are specific
to a particular genre, repertoire, historical time, cultural
context and/or performance situation.

Through a series of performance exercises, the class will
examine the gestures, movements, and expressions different
cultures and performance traditions understand as indices of
the natural or artificial body, of sexual identity and
gendered roles. The studio format will combine theoretical
and visual materials with an emphasis on student performances
and active participation.
PREREQUISITES: Juniors, Seniors, Graduate Students.

TEACHING METHOD: This is a rehearsal workshop, with the major portion of class time spent on demonstration, performance and performance analysis.

EVALUATION: (1) Active participation in readings and screen analyses; (2) students will document their own performances and readings and keep a journal; (3) research paper: 20 pages, free form, theory or analysis of one of the body productions shown in class; (4) class presentation of a movement assignment.

READINGS: Antonin Artaud, The Theatre and its Double (1958); Eugenio Barba, Beyond the Floating Islands (1986); Susan Leigh Foster, Reading Dancing (1986); Patrice Pavis, Languages of the Stage (1982); Severo Sarduy, Written on a Body (1989); Gaines/Herzog, eds., Fabrications: Costume and the Female Body (1990); Arthur and Marilouise Kroker, Body Invaders (1987);

Special issues of:
Women and Performance #6 (1987/88); The Drama Review vol. 30:2 (1986); The Drama Review vol. 32:4 (1988)

Frank Galati
Performance Studies C24-1, 2
PRESENTATIONAL AESTHETICS
Office Address: 1979 South Campus Dr., Room 229
Office Phone: 491-3234, 491-3171
Expected Enrollment: 20 in directing section, 20 in acting section

COURSE DESCRIPTION: The purpose of this course is to explore the nature and function of theatrical convention, presentational mode, and conscious artifice in the performance of dramatic literature and fiction. Students are asked to prepare and present scenes from dramatic and non-dramatic literature. Emphasis in discussion is upon the vocabulary of image and expression available to the director. The problems of theatrical convention, the rules established by any single theatrical performance, and narrative thrust, the degree to which a play or story is "presented" to an
audience as consciously fictive, are the center of interest in the course. In addition to scenes and demonstrations, students are encouraged to participate in discussion and present a written analysis of their work at the end of the term.

PREREQUISITES: B10 or equivalent for Performance Studies Majors; junior, senior, or graduate status and permission of instructor for others.

TEACHING METHOD: Discussion, performance, and criticism of performance.

BASIS OF EVALUATION: Participation in discussion, demonstrations and performances, written analysis.

BOOKS: selected short stories.

Mary Zimmerman
Performance Studies C26-1
PERFORMANCE ART
Office Address: 1979 South Campus Dr.
Phone: 491-3623, 491-3171
Expected Enrollment: 20

COURSE DESCRIPTION:
The course is primarily a performance class in which students are assigned to create and present solo and group performances in any combination of media based on myths, fairy tales, dreams and some print text. In this quarter, the emphasis will be on the production of performed images which explore light, sound, and movement as alternates to and extensions of the spoken word.

PREREQUISITES: Juniors and Seniors; open to others upon the approval of the instructor.

TEACHING METHOD: Performances, performance analysis, discussion, readings and short papers.

EVALUATION: Students are responsible for readings, discussions, and papers. The student's ability to contribute to an environment that is both supportive and critically astute is also a criterion for evaluation.
0610 Communication Studies

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.

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.
speeches.

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.

Peter Miller and Michael Janeway
Communication Studies A-20 and Journalism B-10
COMMUNICATION AND AMERICAN DEMOCRACY
Office Addresses: Harris Hall, 14 (Miller)
Fisk Hall, 101 (Janeway)
Phones: 491-5835 (Miller) 491-2051 (Janeway)
Expected Enrollment: 80

COURSE DESCRIPTION: An exploration of issues in journalism, rhetoric, and interpersonal and mass communication that are relevant to American Democracy. Among the topics considered are the role of the press in a democratic society, objectivity and the processes of newsgathering, the rhetoric and effects of political campaign news, debates, and advertising, the First Amendment, and the ethical implications of new technology in media industries.

No prerequisites. P/N not permitted.

TEACHING METHOD: Two one-hour lectures and one two-and-one-half-hour laboratory per week; the laboratory will offer theory-relevant exercises in the practice of communication.

EVALUATION: Final exams. Laboratory grades will comprise the remaining portion of the evaluation; they will be composed of a mark for participation in discussions and an average of grades received for several written assignments integral to the labs.
READINGS: Textbook TBA. Gamson, SIMSOC; course packet of readings.

Karen Whedbee
Communication Studies 610-B10-1
LANDMARKS IN RHETORICAL THEORY
Office Address: 1815 Chicago Avenue
Phone: 491-7530

COURSE DESCRIPTION: Landmarks provides an introduction to the subject of rhetoric. As an introductory course, it is designed to acquaint students with key concepts and techniques of analysis pertinent to the rhetoric program -- especially the study of public address, criticism, argumentation and rhetorical theory. Landmarks examines key classical texts that ground and overarch contemporary communication theories and practice. Texts for analysis and discussion include Plato's Gorgias and Phaedrus, Aristotle's Retoric, and Cicero's De Oratore.

At the conclusion of the course you should have a deepened understanding of the nature of rhetoric and its relation to other human concerns; some knowledge of its terminology, theory and history; and some acquaintance with its critical application.

TEACHING METHOD: A combination of lecture-discussion format will be employed. Final grades will be based on a consideration of the quality of class discussion, short essays, and exams.

Karen Whedbee
Communication Studies 610-B20
ARGUMENTATION AND DEBATE
Office Address: 1815 Chicago Avenue
Phone: 491-7530

COURSE DESCRIPTION: The field of argumentation is concerned with the theoretical and practical dimensions of social interaction and practical decision-making. This course is designed to introduce classical and modern theories of argument in terms of how they inform contemporary social
controversies. Accordingly, a significant portion of the class is devoted to understanding how individuals use reason to justify and explain their actions, beliefs and values to others. The class does not focus on formal argument and debate, but rather, seeks to examine how the practice of argumentation determines the status and direction of sociopolitical development.

TEACHING METHOD: A combination of lecture-discussion format will be employed. Final grades will be based on a consideration of the quality of participation in class discussions, exercises, and exams.

Lee W. Huebner
Communication Studies 610-B21
SPEECH WRITING
Office Address: Harris Hall #24
Phone & Fax: 491-5837
Expected Enrollment: 20-25

COURSE DESCRIPTION: This course will have a dual focus: (1) to help students develop their personal skills as writers of effective speeches; and (2) to enhance their understanding of the emerging role of the speech writer and the social implications of this development. Particular emphasis will be given to the special challenges and satisfactions of writing "for the ear" as distinguished from writing "for the eye."

PREREQUISITES: There are no special prerequisites for this course, which is open to undergraduates from throughout the university.

TEACHING METHOD: This is primarily a writing course. Some lecture material will be mixed in with a great deal of student participation in the form of speech presentations as well as class discussion of speech manuscripts. This format will make regular class attendance particularly important.

EVALUATION: Grading will be based heavily on student performance and improvement in several speech writing assignments, with various audiences and objectives in mind. Reading assignments will be concentrated in the early weeks of the course and a midterm exam will be given concerning the
Irving J. Rein
Communication Studies 610-B75
THE RHETORIC OF CONTEMPORARY CULTURE
Office Address: 1815 Chicago Avenue, Room 201
Phone: 491-7530
Expected Enrollment 90

COURSE DESCRIPTION: This course addresses various forms of manipulation in popular culture. The student is introduced to a number of strategies and tactics of analyzing everyday and mass communication situations. The subject material includes Hollywood films, sit-coms, music, celebrity, shopping centers, supermarkets, car dealers, and other potentially manipulative situations.

NO PREREQUISITES: P/N is allowed

EVALUATION: 50% of the grade is in a group project evaluating a facet of popular culture. The remaining 50% is divided equally between two exams which are based on the lectures and readings.


Thomas Goodnight
Communication Studies 610-C12/D12
RHETORICAL THEORY
Office Address: Hardy House
Phone: (708)491-5841

COURSE DESCRIPTION: This is a course in the development of the rhetorical tradition. In one sense, the goals of the course are quite modest: We are going to examine a number of writers who have contributed significantly to our preoccupation with language as it is played out in the traditional concerns of rhetorical theory. Hence, we shall focus on how the means of connection speaker, message and
audiences are developed through varying constructions of invention, style, arrangement, memory and disposition across the range the personal and social register of reason and emotion. In another sense, the goal of the course is more complex insofar as different views of the rhetorical are produced as cultural moments contributing to post-modernity.

TEACHING METHOD: This course will include readings from Burke, Lyotard, Baudrillard, Said, Foucault as well as examine debates over critical theory and rhetorical practice.

PREREQUISITES: The course is open to all graduate students, and undergraduates who have taken upper division work in rhetorical theory and criticism.

Terrence Morrow
Communication Studies 610-C30-1
CONTEMPORARY PROBLEMS IN FREEDOM OF SPEECH
Office Address: Hardy House
Phone: 491-7530 (office--leave message)
                 570-0261 (home--between 8:00 a.m. & 8:00 p.m.)

COURSE DESCRIPTION: We will take an in-depth look at the issues identified in the course schedule set forth below. My hope is to foster critical consideration and evaluation of current freedom of speech issues. To reach this goal, you participation in class discussion is encouraged and anticipated. Particular attention will be paid to hate speech, political speech, very recent Supreme Court decisions on a variety of speech-related topics, and regulation of advancing communication technology.

TEACHING MATERIALS: Thomas Tedford, Freedom of Speech in the United States, (available at SBX.) Reader (available at Quartet Copies, Clark and Benson).

EVALUATION: 1. Midterm Examination
[a] This will consist of short answer and essay questions.
2. Final Paper
[a] This paper (10-15 pages) should critical analyze a significant speech issue related to this course's discussion and readings.
3. In-Class Exercises
Throughout the quarter, in-class exercises will be periodically presented. These exercises must be completed during the class session and submitted at the end of class. Typically, they will involve engagement with other class members in a discussion of the topic for that day's discussion.

Lee W. Huebner
Communication Studies 610-C95
THE GLOBALIZATION OF THE MEDIA
Office Address: Harris Hall #24
Phone & Fax: 491-5837
Expected Enrollment 20-25

COURSE DESCRIPTION: This course will examine how recent revolutions in communications technology have produced a relatively new category of media, global in its scope and impact. Students will consider the challenges faced by those who have developed such media, looking at the variety of choices which have been made in response to those challenges and also at the particular audiences which have been attracted to these new phenomena. Both the economic logic and the information strategies behind this globalization process will be taken up. Particular consideration will be given to the present and potential social, cultural and political impact of all these developments. While both the news and entertainment media will be subjects for discussion in this course, there will probably be a bit more emphasis on how news and information vehicles have responded to the opportunities and difficulties presented by a new global agenda.

PREREQUISITES: There are no special prerequisites for this course, though some background in media/mass communication studies and/or international affairs would be helpful.

TEACHING METHOD: This will primarily be a reading, discussion and writing course, with occasional lecture material mixed in. Students will be asked to write short commentaries based on general reading assignments as well as one longer research paper. Discussions will be organized around the major issues posed by the globalization process.

EVALUATION: Grading will be based on the quality of student
participation in weekly discussions as well as on the written work. There will be an emphasis on creativity and insight in the exploration of what are still now and unsettled issues.

James Ettema
Communication Studies 610-C5, Sec. 20
MASS MEDIA AND HEALTH
Office Address: Harris Hall, Room 25
Phone: 491-5833
Enrollment: 20

COURSE DESCRIPTION: This course will examine the impact of the mass media on health-related knowledge, beliefs, attitudes and behaviors. Reading assignments and class discussions will draw from research on the purpose use of the media by health care organizations to change behaviors such as those associated with cardiovascular disease and AIDS. The readings and discussions will also review the impact of news and entertainment of such topics as the medical profession, mental health and drug abuse.

NO PREREQUISITES

TEACHING METHOD: Seminar sessions and research project.

EVALUATION: Oral and written reports, final examination.

Joseph Walther
Communication Studies, 610-C95
TOPICS IN COMMUNICATION STUDIES
Computer-Mediated Interaction
Office Address: Harris Hall #21
Phone: (708) 467-2285

COURSE DESCRIPTION: "Computer-Mediated Interaction" combines classroom lecture/discussion about the theoretical and practical issues related new technologies with laboratory sessions for technology use. Topic cover the interpersonal, social, and organizational issues surrounding the new communications. Labs include computer conferencing, Group Support Systems, virtual classrooms, etc. Students develop both critical and practical knowledge of computer-mediated communication and information as they complete collaborative
assignments with colleagues at Northwestern and, for several weeks, with students at the University of Manchester (U.K.) to enhance their understanding and appreciation of the problems and solutions of using computer networks to participate in the "electronic global village."

TEACHING METHOD: Sections will meet on Tuesdays for lecture/seminar discussion, and Thursdays for lab sessions. Between course meetings students participate in electronic collaborations.

EVALUATION: Requirements include collaborative reading reviews, tool explorations, research paper, test.

Limor Peer  
Communication Studies 610-C98 sec.21  
Mass Media and Community Groups  
Office Address: 1881 Sheridan Road  
Phone: (708) 49-7532  
Expected Enrollment 20

COURSE DESCRIPTION: The course is designed to explore the relationship, both in theory and in practice, between community groups and local media. Students will learn about the role of community groups, consider the strategies they use to receive media attention, and discuss the impact of these strategies on the community, its residents, and the groups themselves. Students will have the opportunity to learn about, and participate in, academic research through content analysis of newspaper stories about community groups in the West Side of Chicago.

PREREQUISITES: 610-B01, or instructor's permission.

TEACHING METHOD: Lecture, group discussion, guided research

EVALUATION: Final paper, research

READINGS: Course Pack

Kirt Wilson  
Communication Studies 610-C98 sec.20  
RHETORIC OF CIVIL RIGHTS: EXAMINING A CENTURY'S DREAM
COURSE DESCRIPTION: This class will examine the rhetorical texts of two civil rights eras. Concentrating equally on discourse from the post Civil War Reconstruction period and the Civil Rights Movement of the 1950s and 1960s, this class will come to terms with the rhetorical and historical complexities that have surrounded the fight for African American equality. Although the class will examine each era's historical context, the class is not a chronological "events" driven examination of the movement. Rather, it will emphasize rhetorical engagements between the struggle's proponents and opponents. Seminar sessions will include such topics as: radical rhetoric in civil rights debates, the legal persuasive language of civil rights legislation, forgotten voices in civil rights struggles, ideology and rhetoric in civil rights discourse, and oppositional texts and racist language. By attending to the discourse that surrounds these issues, student will leave the class with a clearer understanding of civil rights' origins, the ideas and values that such debates put at risk, and our own contemporary arguments over race and equality.

TEACHING METHOD: Students should also be aware that the class will involve considerable reading, primarily from one survey text and a packet that includes speeches, historical essays, and theoretical articles. This packet will be available at Copy Cat during the first week of class.

EVALUATION: Evaluations will be based upon class discussion, attention to class readings, and student performance on several written critiques. Early in the quarter, students will be required to select a particular "speech" for rhetorical analysis. Students will then write three inter-related essays. The first two will engage the text from slightly different directions, while the third essay will combine the earlier essays into a large revised final paper.
COURSE DESCRIPTION: This course is the first of a two course series dealing with technical and methodological problems peculiar to the study of human interaction. The first course focuses on problems of data collection and measurement, and the second deals with statistical problems and issues peculiar to the analysis of human interaction (e.g., serial correlation and inter-subject correlation). The first course is designed to raise and discuss problems related to measurement in the observational study of human interaction. Topics will include the selection and operationalization of interaction-based variables; creation of coding schemes for content analysis and behavioral observations, measurement theories and technologies; reliability; validity; and producing data bases conducive to summary and overtime statistical analyses.

TEACHING METHOD: Required readings will be Analyzing Quantitative Behavioral Observation Data by H.K. Suen and D. Ary, Lawrence Erlbaum Associates, 1989. (Assorted articles to be distributed in class or as reading packet).

EVALUATION: Grades will be based on several student products: 1) a take-home exam at the middle and end of the course; 2) a project in which students will design and carry out a small interaction study. Students will develop hypotheses, operationalize variables, devise and implement a coding scheme and analyze the data using statistical procedures. The paper presenting this work will be an "annotated research report" in which major emphasis is on defending the methods, techniques an procedures used in the study, rather that the conceptual background for the hypotheses; 3) some short homework assignment sin which various tests of reliability will be calculated and compared or library assignments in which students will find one interaction analysis article each week and write a 1-2 page critique of the measurement methods.

Peter Miller
Communication Studies 610-D07
PROBLEMS IN SURVEY RESEARCH MEASUREMENT
COURSE DESCRIPTION: This course examines issues involved in attitudes and behavior in surveys. It focuses on major classes of errors in self-report, and examines various methods of questionnaire construction that have been employed to reduce the errors. The course also briefly treats issues of nonresponse and research ethics.

The course is intended for doctoral students with a background in the social sciences. Students should be familiar with the principles of research design. Statistical background also will be helpful in comprehending and evaluating the literature.

The course will meet once a week for three hours.

EVALUATION: Course participants will be expected to present a review of an area of methodological research and to write a summary paper that involves a measurement approach for dealing with a problem of interest.

READINGS: Sudman and Bradburn's Asking Questions, as well as a course pack of journal articles.
for domestic reform measures.

The seminar is intended primarily for graduate students. It should be useful for students who anticipate writing theses or dissertations in the general subject area, as well as for graduate students interested in deepening their understanding of contemporary rhetorical criticism and of the events of the time period. The seminar will emphasize writing, individual reports, and discussion.

Normally, D-25 would presume prior knowledge equivalent to the material in C-27, Contemporary Rhetorical Practice. Since C-27 has not been offered in five years, I suggest instead the following: If you believe that your background understanding of the 1960's is weak, read one of several general histories of the decade, such as Allen J. Matusow, "The Unraveling of America." I can suggest additional titles if you wish.

Susan Herbst
Communication Studies 620-D74
MASS MEDIA AND DEMOCRATIC THEORY
Office Address: Harris Hall #22
Phone: (708) 491-2850
Expected Enrollment 20

COURSE DESCRIPTION: This course evaluates recent work on political communication from political science, sociology, & communication studies. Among the topics to be discussed: Political discourse, the state of American Journalism, controversies in public opinion & media/voting behavior.

James Ettema
Communication Studies 610-D84
MIND AND SOCIETY IN THE INFORMATION AGE
Office Address: Harris Hall #25
Phone: (708) 491-7532
Expected enrollment: 5-10

COURSE DESCRIPTION: This seminar focuses on the discourse of Information - that is, on the hopes and fears for the, so called, Information Age as expressed both by intellectuals and in popular media. Of particular interest will be
commentaries concerning the impact of communication technology on citizen participation and on interpersonal relationships.

TEACHING METHOD: Readings, class discussion, original research project.
RTF C01
BROADCAST NEWS
Winter 1995 MWF 9-10:50
L Lichty

This course is a "survey of existing research and critical analysis of the process, content, impact, and utilization of broadcast (and cable) news."

This will include descriptions, and examples, of important news broadcast, new formats, development of documentaries, and coverage of important stories. While some of this will be approached in an historical manner we will also try to assess the importance of news programs on domestic and foreign policy, public opinion and other media. There will be a number of examples and cases studies including civil rights, the Vietnam war, political campaigns, the Gulf War, the trend to so-called "trash" news, and the rise of magazine documentaries. Important reporters, writers, producers, and news executives will be noted.

A number of classic news broadcasts, important documentaries, and examples of live coverage will be shown in class, but students will also be expected to regularly view current news and information programs and formats.

There will be midterm and final exams. Two written papers--the first fairly short--are required.

Permission of instructor; students other that RTF majors are particularly welcome. The best preparation for this class would be some course work or other introductory study of in American and media history. You should also an interest in the detailed analysis of news content and formats.
PREREQUISITE: RTF students: completion of all A and B level requirements. Non-majors: RTF B20. Enrollment: 60 max. It is a prerequisite for C13-2 which takes up more specialized topics (not offered in 94-95) and C92, Documentary Production.

The course provides a survey of documentary film from the prehistory and early origins of film to the present. The student will gain an overview of the history of the form (with emphasis on the English language documentary) and the major aesthetic, political, and ethical questions linked to the practice of documentary. Lectures will introduce major ideas and organize the study which includes readings, in-class and outside screenings, and discussion. In some cases, films or excerpts will be shown with the teacher making comments to draw attention to certain aspects of the work and details of editing, etc. Thus attendance is important and will be factored into the final grade. There will be inclass exams the 4th week and 8th week and a final paper. Grad students are required to do additional reading and outside screening.

RTF D20-1
FILM THEORY
Winter 94-95
Chuck Kleinhans
TuTh 3-5, 325 Annie May Swift
offices hours: 11-1 and by appointment, 316 AMS

The course examines the major aesthetic and other theoretical issues developed in film theory and practice. Intended as an introduction for students studying film theory for the first time. It studies aesthetic and cultural issues as a background to film theory, surveys the major figures and issues in film theory, and makes connections to related media and cultural analysis. The first quarter of the course is an introduction and historical overview. The second quarter (which requires the first quarter as a pre-requisite) will be
taught in the spring by Prof. Mimi White concentrates on contemporary discussions.

The course is organized as a reading, lecture, and discussion experience. Readings should be done in advance and brought to class. The lectures will provide a broad background to the readings, discuss some particular points in the reading in detail, and provide the experience of seeing how one theorist, the teacher, uses theory. Discussion of particular readings and screenings of some films (and excerpts) will be part of most classes. Students will be assigned several short essays and have a midterm and take home final.

REQUIRED TEXTS: (available at Norris Center store):
And additional readings.

Manjunath Pendakur
Radio-TV-Film, C45
FILM AS A BUSINESS
Time: TTh 1-3
Office: 211 Annie May Swift
Phone: 491-2234
Expected Enrollment: 25

COURSE DESCRIPTION: This course examines the American film industry's structure, policies toward production, distribution, and exhibition. Relations between the film industry, the U.S. government, foreign governments, and other segments of the entertainment business are also studied.

Juniors and above only.

TEACHING METHOD: A combined lecture-seminar format; students are expected to complete the assigned readings for discussion on Thursdays.

EVALUATION: Grades will be based on Company Briefs (20%); Mid term Exam (30%); Team Project or individual research paper or final exam (50%). Graduate students will be required to do a longer paper.
REQUIRED TEXT BOOKS:
Jason E. Squire, The Movie Business (2nd ed., 1983);
Reading Packet at Quartet Copies.

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: September 1, 1994
620 Communication Sciences & Disorders

TITLE OF COURSE: 620-C03 - Brain and Cognition
NAME: Rana Matteson
TIME: MTThF 2:00 P.M.

COURSE DESCRIPTION:
This course provides an introduction to cognitive neuropsychology. It surveys the basic anatomy and physiology of the central nervous system underlying sensory, cognitive, and motor processes. The brain's role in language, attention, learning and memory, thinking, intelligence, and reading are examined. Laboratory sessions cover the study of brain specimens, computerized neuroanatomy exercises, and tachistoscopic experimental methodology.

PREREQUISITES:
The course is designed primarily for graduate students and upper division undergraduates. It is helpful to have had some previous work in either cognitive psychology or central nervous system functioning.

TEACHING METHODS: Three exams, a term paper, labs, quizzes, and discussions.

READING LIST:

Stuart Rosen

INSTRUMENTATION AND METHODS FOR PSYCHOACOUSTICS, 620-D05-1
TIME: Two 2-hour meetings per week (T, TH) split into a lecture/discussion and a laboratory session. Times to be arranged by consultation at first meeting: 3 JANUARY 1995, 4-5 PM, Room 2-226, Frances Searle Building
Psychoacoustics is the study of how people and animals react to sound, with the explicit goal of uncovering the mechanisms underlying listener performance. There is also much interest in using such techniques to study the abilities of hearing-impaired listeners, at least partially so as to point the way to better hearing aids. As a result of the rapid development of computers and other electronic equipment over the last 10 years, there has been a marked change in the methods employed in this area. At the same time, the auditory stimuli used have become markedly more complex.

This course will provide students with the opportunity to obtain "hands-on" experience in the set up and running of a variety of psychoacoustic experiments. For students without extensive technical training, this course will also serve to shore up their understanding of signals and systems analysis, thus permitting them to enroll in 620-D05-2 (Advanced Psychoacoustics).

PREREQUISITES: 620-C06 (Introduction to Psychoacoustics) or equivalent, computer programming experience (to the level of Electrical Engineering A20). If in doubt, please consult with the professor.

P/N registration is permitted.

COURSE REQUIREMENTS:
A. To attend lectures and laboratory sessions.
B. To complete a mid-term examination (40% of the grade).
C. To plan, run and write up a short psychoacoustic experiment, with a discussion relating it to published work (60% of the grade).

READING LIST (selections from the following, plus journal readings):
Guilford, J.P. (1954) Psychometric Methods
Speaks, C.E. (1992) Introduction to Sound: Acoustics for the
TITLE OF COURSE: 623 C73 Introduction to Learning Disabilities
NAME: Joanne F. Carlisle
TIME: MTThF 1:00 P.M.

COURSE DESCRIPTION:
An introductory course in learning disabilities. The focus will be on both theory and practical issues, including discussion of the following topics: 1) definitions of learning disabilities, 2) historical perspectives, 3) developmental issues (neurological, cognitive, social), 4) assessment procedures, and 5) types of treatment, educational and otherwise. The problems learning disabled individuals encounter through their life span will be explored through films, readings, and discussion.

PREREQUISITES: None

TEACHING METHODS: Lectures, films, and class discussion

METHODS OF EVALUATION:
The student's grade will be based on midterm and final examinations and a 15-page paper on a current issue in the field of learning disabilities.

READING LIST:
-Selected articles.
Kim Rubinstein/Staff
Theatre, 0630, A40-2
THEATRE IN CONTEXT
Office: Thea/Interp Ctr., 218
Phone: 491-3167
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.

Linda Gates
Theatre, 0630, B10-0
TRAINING THE ACTOR'S VOICE
Office: Thea/Interp Ctr., 209
Phone: 467-1856

COURSE DESCRIPTION: This course is a continuation of Voice for Performance A-10 and explores in depth the basic techniques and special vocal challenges of the actor. Vocal technique is applied to plays of modern realism.
PREREQUISITES: P/N not allowed. Permission of instructor is required.

TEACHING METHOD: A studio course in which class work is devoted to physical and vocal exercises and drill.

EVALUATION: Each student is evaluated on an individual basis according to the student's demonstrated effort and improvement. 50% of the final grade is based upon the student's in-class discipline, involvement, and contribution. The other 50% is based upon prepared readings and vocal presentations. Class attendance is required.

READINGS: Jon Eisenson's Voice and Diction
Arthur Lessac's The Use and Training of the Human Voice
Hilda Fisher's Improving Voice and Articulation

Jon Darling
Theatre 0630, B40-2
STAGECRAFT: SCENERY
Office: Thea/Interp Ctr., 210
Phone: 491-3121

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

Alexandra Sargent
Theatre, 0630, B40-3
STAGECRAFT: COSTUME
Office: Theatre/Interp Ctr.
COURSE DESCRIPTION: The process of realizing costume design from the technician's point of view. Topics to be covered will include sewing techniques and tools, fabrics, pattern development, dyeing and painting of stage costumes, and the construction of accessory items. Participation in departmental production required.

PREREQUISITE: Permission of instructor.

TEACHING METHOD: Lecture/demonstrations.

EVALUATION: Two exams, various projects.

READING: Rosemary Ingram & Elizabeth Covey, The Costumer's Handbook

Hallie Zieselman
Theatre, 0630, B41-1
DESIGN PROCESS: SCENE DESIGN I
Office: Thea/Interp Ctr.
Phone: 491-3137
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.

Virgil Johnson
Theatre 0630, B41-2
DESIGN PROCESS:  COSTUME DESIGN I
Office:  Thea/Interp Ctr.
Phone:  491-3389
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.

Greg Essex
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 20
Mary Poole - section 21
Kim Rubinstein - section 22
Ann Woodworth - section 23
Sheila Saperstein - section 24
Theatre 0630, B43-2

ACTING II: PRINCIPLES OF CHARACTERIZATION

Office: Thea/Interp Ctr.

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.

James Coakley
Theatre 630, B44-2
DEVELOPMENT OF CONTEMPORARY DRAMA
Office: Thea/Interp
Phone: 492-3157
Expected enrollment: 30

COURSE DESCRIPTION: This is an 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.

Les Hinderyckx, sec. 20
Theatre 0630, C40-1
STAGE DIRECTING
Office: Thea/Interp Ctr.
Phone: 491-3182
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.

Dawn Mora - section 20
Bud Beyer - section 21
David Downs - section 22
Mary Poole - 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.

Joseph Tilford
Theatre 0630, C43-3
SCENE DESIGN II
Office: Thea/Interp, 210
Phone: 491-3143
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.

TEXT: None

Virgil Johnson
Theatre 0630, C44-2
COSTUME DESIGN II
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.

TEXT: None.

Charles Smith
Theatre 0630, C46-1
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%.

Bud Beyer - section 20
Ann Woodworth - section 21
Les Hinderyckx - section 22
Dawn Mora - section 23
Theatre 0630, C49-2

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.

PREREQUISITIES: 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

Dominic Missimi
Theatre, 0630, C52
MUSIC THEATRE TECHNIQUES I
Office: Thea/Interp Ctr.
Phone: 491-3187
Expected Enrollment: 30

COURSE DESCRIPTION: This two part performance course is designed for the musical theatre student to perform in the various styles dictated by the musical work. This course will explore works from the turn of the century through the musicals of Rogers and Hammerstein. Scene work from European and American Operetta, Revues, the "vintage" musicals and the first integrated musical comedies will be covered. Slide-lectures on the history of musical comedy, audition techniques, choreographic styles and sight reading will also be studied.

PREREQUISITES: OPEN ONLY TO MUSIC THEATRE CERTIFICATE STUDENTS

TEACHING METHOD: Lecture/discussion, laboratory.

EVALUATION: Scene presentations, one quiz, one paper.

READING: TBA

Sam Ball
Theatre 0630, C54-1
HISTORY OF COSTUME AND DECOR: Historical Artifact &
Theatrical Style  
Office: Theatre/Interp Ctr., 210  
Phone: 491-3137

COURSE DESCRIPTION: An overview of the history of clothes, architecture, furniture and ornamentation with emphasis on those epochs most useful to theatrical production from ancient to contemporary times.

EVALUATION: Topic folios and production research folio.

Virgil Johnson  
Theatre 0630, C56-2  
GRAPHIC ARTS FOR THE STAGE DESIGNER  
Office: Theatre/Interp Ctr.,  
Phone: 491-3389  
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 drawing.

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.

James Coakley  
Theatre 0630, C66-0  
Studies in Individual Dramatic Styles  
Genres - Mixing It Up - (Bad Plays)  
Office: Theatre/Interp Ctr.,  
Phone: 491-3157

COURSE DESCRIPTION: Intensive readings and discussion of
selected works of major dramatisits; the work's unique character, imparted by the dramatist's personal style.

PREREQUISITE: two units of either B44 or C45.
0727 Electrical Engineering & Computer Science

Gary Kalmanovich
Electrical Engineering and Computer Science, A01
INTRODUCTION TO COMPUTER PROGRAMMING IN FORTRAN
Time: MTWF 9-9:50
Office Address: McCormick 1031
Office Phone: 491-5751
Expected Enrollment: 70

COURSE DESCRIPTION: Introduction to the FORTRAN programming language and methodology for the computer solution of engineering problems. Numerical methods such as root finding and numerical integration techniques will be presented.

PREREQUISITE: Co-requisite 435-B14-2 or equivalent

TEACHING METHOD: Lecture. Course grade based on midterm, programming assignments, and final.


Chris Clifton/Arthur Butz
Electrical Engineering and Computer Science, A10-0
INTRODUCTION TO COMPUTER PROGRAMMING
Time: MTWF 9-9:50
Office Address: McCormick 1004/McCormick 1643
Office Phone: 491-7642/491-3269
Expected Enrollment: 125


PREREQUISITE: NONE
TEACHING METHOD: Lectures. Course grade based on exams and programming assignments.


Paul Cooper
Electrical Engineering and Computer Science, A11
FUNDAMENTALS OF COMPUTER PROGRAMMING
Time: MTWF 1-1:50
Office Address: ILS 3-322, 1890 Maple
Office Phone: 491-7060
Expected Enrollment: 42

COURSE DESCRIPTION: Introduction to principles of programming and procedural thinking. Concepts include procedural abstraction, data abstraction, modularity, object-oriented programming. Uses computer facilities and the Scheme programming language. Substantial programming assignments, including numerical and symbolic programs. Note: Credit cannot be received for 727-A11 and 727-A10 or 727-A11 and 727-A01.

PREREQUISITE: Some familiarity with programming

TEACHING METHOD: Lecture and lab. Homework, exams and final determine course grade.


Larry Henschen, Course Director
Electrical Engineering and Computer Science, A20
INTRODUCTION TO COMPUTERS AND INFORMATION TECHNOLOGY
Time: Sec 20: MWF 9-9:50 am; Sec 21: MWF 10-10:50 am; Sec 22: MWF 11-11:50 am; Sec 23: MWF 1-1:50 pm; Sec 24: MW 7-8:30 pm; Sec 25: TTH 7-8:30 pm
Office Address: McCormick 3667
Office Phone: 491-3338
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.

PREREQUISITE: NONE

TEACHING METHOD: Lecture - discussion, computer assignments. Course grade based on midterm, assignments and final.


Alan Sahakian
Electrical Engineering and Computer Science, A40
INTRODUCTION TO ELECTRICAL ENGINEERING AND COMPUTER SCIENCE
Time: MTWF 10-10:50 am
Office Address: McCormick 3846
Office Phone: 491-7007
Expected Enrollment: 20

COURSE DESCRIPTION: The breadth of the discipline of electrical engineering and computer science and its applications to our modern technological society. Application of principles illustrated by examples from the computer industry, telecommunications and controls, electronic and optical devices, software development and maintenance, and artificial intelligence. Open only to freshmen.

PREREQUISITE: NONE

TEACHING METHOD: Lectures, labs, homework and a design project.


Valerie Taylor
Electrical Engineering and Computer Science, B01
FUNDAMENTALS OF COMPUTER ORGANIZATION
Time: MTWF 12-12:50pm
Office Address: McCormick 4384
Office Phone: 467-1168
Expected Enrollment: 57


PREREQUISITE: None

TEACHING METHOD: Lectures and hardware labs. Course grade based on homeworks, hardware labs, midterm and final.


Chi-Haur Wu
Electrical Engineering and Computer Science, B05

FUNDAMENTALS OF COMPUTER SYSTEM SOFTWARE
Time: MTWF 11-11:50pm
Office Address: McCormick 2695
Office Phone: 491-7076
Expected Enrollment: 45

COURSE DESCRIPTION: Basics of assembly language programming modes. Macros. System stack and procedure calls. Techniques for writing assembly language programs. The features of INTEL 8086/88 processor based IBM PC and compatibles will be used. IBM PC BIOS and DOS interrupts will be discussed and applied to access I/O devices.

PREREQUISITE: 727-A10 and 727-B01, or equivalent.

TEACHING METHODS: Lectures. Programming projects, homework, midterm and final exams.

TEXT: Irvine, Assembly Language For the IBM PC, Macmillan,

Gregg Collins
Electrical Engineering and Computer Science, B11
FUNDAMENTALS OF COMPUTER PROGRAMMING II
Time: MWF 10-10:50 am
Office Address: ILS 314, 1890 Maple
Office Phone: 491-7340
Expected Enrollment: 30

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 METHODS: Lectures, programming assignments, exam, and final


Martin Plonus
Electrical Engineering and Computer Science, B42
CIRCUITS II
Time: MTWF 10-1050am
Office Address: McCormick 2696
Office Phone: 491-3445
Expected Enrollment: 42

COURSE DESCRIPTION: Complex frequency, frequency response, parallel and series resonance, Bode diagrams, coupled circuits, two-port networks, Fourier analysis. Students must receive a grade of C- or better to register for B43, C06, C60, C65, C66.

PREREQUISITE: 727-B41 (C- or better)

TEACHING METHOD: Lectures, lab, homework, exams, and final.
Allen Taflove
Electrical Engineering and Computer Science, B43

SIGNS AND SYSTEMS
Time: MTWF 12-12:50 pm
Office Address: McCormick 3573
Office Phone: 491-4127
Expected Enrollment: 40

COURSE DESCRIPTION: Comprehensive introduction to the basic tools for analysis of signals in linear systems. Background in 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.

PREREQUISITE: 727-B422 (C- or better)

TEACHING METHOD: Lectures, weekly homework; mid-term and final exam.


Morris Brodwin
Electrical Engineering and Computer Science, B50

PHYSICAL ELECTRONICS
Time: MTWF 1-1:50 pm
Office Address: McCormick 3618
Office Phone: 491-5412
Expected Enrollment: 25

COURSE DESCRIPTION: Electronic conduction in semiconductors; physical principles of p-n junction; diodes and transistors; device characteristics, models fabrication; elementary diode circuits and amplifiers.

PREREQUISITE: Physics A35-2 and concurrent registration in 727-B42

TEACHING METHOD: Lectures, homework problems, exams and
Allen Taflove
Electrical Engineering and Computer Science, C01
FUNDAMENTALS OF ELECTROMAGNETICS
Time: MTWF 9-9:50 am
Office Address: McCormick 3573
Office Phone: 491-4127
Expected Enrollment: 50


PREREQUISITE: Math-B21, Phys 447-A35-1,2,3

TEACHING METHOD: Lectures, weekly homework assignments and discussion of homework. 1 or 2 exams, final and graded homework determine course grade.


Gordon J. Murphy
Electrical Engineering and Computer Science, C06
ELECTRONIC CIRCUITS
Time: MWF 1-1:50 pm
Office Address: McCormick 2645
Office Phone: 491-7258
Expected Enrollment: 64

COURSE DESCRIPTION: Single-stage FET and BJT amplifier configurations; multi-stage amplifiers and feedback; frequency response of amplifiers; differential amplifiers and active loads; elementary operational amplifier circuits.
PREREQUISITES: 727-B42 (C- or better) and 727-B50.

TEACHING METHOD: Lectures and laboratory.

TEXT: Burns and Bond, Principles of Electronic Circuits, West.

Martin Plonus  
Electrical Engineering and Computer Science, C08  
APPLICATIONS OF ELECTROMAGNETIC FIELDS  
Time: MTWF 11-11:50 am  
Office Address: McCormick 2696  
Office Phone: 491-3445  
Expected Enrollment: 60


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 Dunzer, Fields and Waves in Communication Electronics, Wiley.

D. T. Lee  
Electrical Engineering and Computer Science, C11  
DATA STRUCTURE AND DATA MANAGEMENT  
Time: MWF 2-2:50 pm  
Office Address: McCormick 4387  
Office Phone: 491-5007  
Expected Enrollment: 25

COURSE DESCRIPTION: Data structure and data processing applications, searching, sorting, file creation, and file maintenance. Data storage techniques. Data processing algorithms. Design of file and data management systems.

PREREQUISITE: 727-B11 or 727-B30 and Math B14-3
TEACHING METHOD: Homework Assignments and Machine Programs, Midterm and Final Exams


Lisa Hellerstein
Electrical Engineering and Computer Science, C20
FORMAL LANGUAGES AND AUTOMATA THEORY
Time: MTWF 10-10:50 am
Office Address: McCormick 4385
Office Phone: 467-1242
Expected Enrollment: 45

COURSE DESCRIPTION: Regular languages, deterministic and non-deterministic finite automata, context-free grammars and push-down automata, Turing machines and unsolvability.

PREREQUISITE: 727-C10

TEACHING METHOD: Lectures, assignments, final and exams.


D. T. Lee
Electrical Engineering and Computer Science, C22-1
COMPILER CONSTRUCTION
Time: MW 11-12:15
Office Address: McCormick 4387
Office Phone: 491-5007
Expected Enrollment: 45

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.

PREREQUISITE: 727-B30, 727-C11, and/or concurrent registration in 727-C20.
TEACHING METHOD: Lectures, homework assignments and machine programs, midterm and final exams.


Christopher Riesbeck
Electrical Engineering and Computer Science, C25-2
INTRODUCTION TO ARTIFICIAL INTELLIGENCE PROGRAMMING
Time: MWF 1-1:50PM
Office Address: ILS 3-322, 1890 Maple
Office Phone: 491-7279
Expected Enrollment: 51

COURSE DESCRIPTION: Introduction to LISP and the basic elements of artificial intelligence programming, including semantic networks, frames, and partial matching. Software engineering techniques, including self-documenting code, writing and using debuggers and profilers, and modularizing large programs. Advanced artificial intelligence programming techniques, including rule-based reasoning (deductive systems and production systems) and case-based reasoning (frames, discrimination trees).

PREREQUISITE: C25-1, 727-B11-1 or LISP programming experience

TEACHING METHOD: Lectures, midterm, final and programming assignments.

TEXT: Charniak, Riesbeck, McDermott & Meehan, Artificial Intelligence Programming, 2nd ed., Lawrence Erlbaum Publisher.

Jorge Nocedal
Electrical Engineering and Computer Science, C28
NUMERICAL METHODS FOR ENGINEERS
Time: MWF 11-11:50 am
Office Address: McCormick L487
Office Phone: 491-5038
Expected Enrollment: 57

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: Co-requisite: Math B21

TEACHING METHOD:

TEXT: Kahaner, Moler and Nash, Numerical Methods and Software, Prentice-Hall.

Wei-Chung Lin
Electrical Engineering and Computer Science, C32
INTRODUCTION TO COMPUTER VISION
Time: MW 4:45-6:00
Office Address: McCormick 1028
Office Phone: 491-7390
Expected Enrollment: 12

COURSE DESCRIPTION: Introduction to computer and biological vision systems, image formation, edge detection, image segmentation, texture, representation and analysis of two-dimensional geometric structures, and representation and analysis of three-dimensional structures.
PREREQUISITE: 727-C11 or equivalent, Math-B17 and IEMS C01

TEACHING METHOD: Lectures, exams, and computer projects.


Lisa Hellerstein
Electrical Engineering and Computer Science, C36
DESIGN AND ANALYSIS OF ALGORITHMS
Time: MWF 2-2:50 pm
Office Address: McCormick 4385
Office Phone: 467-1242
Expected Enrollment: 40

COURSE DESCRIPTION: Analysis techniques: solving recurrence equations. Classes of algorithm design techniques: divide and conquer, the greedy method, backtracking, branch-and-
bound, dynamic programming. Sorting and selection algorithms, order statistics, heaps, priority queues.

PREREQUISITE: 727-C10 and C11

TEACHING METHOD: Lecture, assignments, exams and final.


Eric Domeshek
Electrical Engineering and Computer Science, C43-2
OPERATING SYSTEMS II
Time: MW 4:45-6pm
Office Address: 338 ILS, 1890 Maple
Office Phone: 491-7341
Expected Enrollment: 35

COURSE DESCRIPTION: Provides a fundamental overview of operating systems. (1) Operating system structures, processes, process synchronization, deadlocks, CPU scheduling, and memory management. (2) File systems, secondary storage management, protection and system security, issues in distributed systems, case studies, and special topics. Requires substantial programming projects.

PREREQUISITE: 727-B05, 727-C11 and 727-C43-1

TEACHING METHOD: Lectures and projects


Gordon J. Murphy
Electrical Engineering and Computer Science, C47
DIGITAL ELECTRONIC SYSTEMS DESIGN PROJECTS
Time: MWF 10-10:50 am
Office Address: McCormick 2645
Office Phone: 491-7258
Expected Enrollment: 20

COURSE DESCRIPTION: Laboratory project experience in design of electronic systems, with appropriate lectures and
discussions. Provides practical experience in electronic systems design.

PREREQUISITE: 727-C53

TEACHING METHOD: Regular meetings to discuss project specifications and progress in design and development. Laboratory project, with report.

TEXT: NONE

Lawrence Henschen
Electrical Engineering and Computer Science, C49
INTRODUCTION TO THEOREM PROVING
Time: MWF 12-12:50 pm
Office Address: McCormick 3667
Office Phone: 491-3667
Expected Enrollment: 50


PREREQUISITE: 727-C48

TEACHING METHOD: Lecture - discussion. Exams plus laboratory work using the NUTS theorem prover.


Bruce Holmer
Electrical Engineering and Computer Science, C56
COMPUTER ARCHITECTURE II
Time: MW 4:45-6 pm
Office Address: McCormick 4386
Office Phone: 491-4118
Expected Enrollment: 15

COURSE DESCRIPTION: Fundamentals of computer design, including instruction set design, data path design, memory system, addressing, and pipelining. Computer design
PREREQUISITE:  727-C55

TEACHING METHOD:  Lectures, homework assignments, projects, midterm and final.


Majid Sarrafzadeh
Electrical Engineering and Computer Science, C57
DESIGN AUTOMATION IN VLSI
Time:  MW 3-4:15 pm
Office Address:  McCormick L485
Office Phone:  491-7378
Expected Enrollment:  20

COURSE DESCRIPTION:  VLSI chip design, including logic design, architectural design, and packaging.  Develop CAD tools for VLSI physical design.

PREREQUISITE:  727-B01 and C11 or consent of instructor.

TEACHING METHOD:  Lectures, assignments, exams and final.

TEXT:  Current papers.

Lucy Pao
Electrical Engineering and Computer Science, C60
INTRODUCTION TO FEEDBACK SYSTEMS
Time:  MWF 9-9:50 am
Office Address:  McCormick 3859
Office Phone:  467-2606
Expected Enrollment:  28

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.  PREREQUISITE:  727-B42 (C- or better) and Math B21, concurrent registration in 727-B43 (727-B43 recommended as a
Arthur Butz  
Electrical Engineering and Computer Science, C63  
DIGITAL FILTERING  
Time: MWF 3-3:50 pm  
Office Address: McCormick 1643  
Office Phone: 491-3269  
Expected Enrollment: 40  

COURSE DESCRIPTION: Recursive and nonrecursive digital filters, decimation and interpolation, A/D and D/A conversion as digital filtering problems. Quantization problems, e.g., companding and limit cycles.  

PREREQUISITE: 727-C59  

TEACHING METHOD: Lectures, exams and final. CAD problems solved using MATLAB.  


C. C. Lee  
Electrical Engineering and Computer Science, C78  
DIGITAL COMMUNICATIONS  
Time: MWF 11-11:50 am  
Office Address: McCormick 1034  
Office Phone: 491-7375  
Expected Enrollment: 35  

COURSE DESCRIPTION: Sampling and time-division multiplexing, baseband digital signals and systems. Coded pulse modulation, error control coding, digital modulation systems, information measure and source encoding, introduction to spread spectrum communications.  

PREREQUISITES: 727-C02 and C07
TEACHING METHOD: Lectures, exams, and final.


Erwan Bigan
Electrical Engineering and Computer Science, C81
ELECTRONIC MATERIALS: PROPERTIES AND APPLICATIONS
Time: MWF 1-1:50 pm
Office Address: McCormick 1022
Office Phone: 491-8137
Expected Enrollment: 45

COURSE DESCRIPTION: Introduction to the quantum physics of the solid state; energy bands and semiconductors; electronic transport in metals and semiconductors; superconductivity; optoelectronic properties; analysis of various metal and semiconductor interfaces.

PREREQUISITE: 727-C08 or permission of instructor.

TEACHING METHOD: Lectures, assignments, exams and final.


Seng-Tiong Ho
Electrical Engineering and Computer Science, C83
LASERS AND COHERENT OPTICS
Time: MW 3-4:15 pm
Office Address: McCormick 1572
Office Phone: 491-7103
Expected Enrollment: 24


PREREQUISITE: 727-C08

TEACHING METHOD: Lectures and bi-weekly labs.
TEXT: None (Lecture notes to be purchased).

Carl Kannewurf
Electrical Engineering and Computer Science, C84
PHYSICAL PRINCIPLES OF SEMICONDUCTOR DEVICES
Time: MWF 9-9:50 am
Office Address: McCormick 3623
Office Phone: 491-8163
Expected Enrollment: 8-12

COURSE DESCRIPTION: A review of the energy band model for crystalline semiconductor materials; carrier statistics and transport; junctions: diodes, bipolar and field-effect transistors; integrated circuits; optoelectronic devices; introduction to heterojunction devices.

PREREQUISITE: 727-C81 or consent of instructor

TEACHING METHOD: Lectures and Projects


Chris Clifton
Electrical Engineering and Computer Science, C94-1
SOFTWARE PROJECT MANAGEMENT AND DEVELOPMENT
Time: MW 3-4:15 pm
Office Address: McCormick 1004
Office Phone: 491-7642
Expected Enrollment: 25

COURSE DESCRIPTION: Software development methodologies. Object-oriented analysis and design, CASE tools, software lifecycle. Project management tools, programming teams. Executable specifications, automatic test generation.

PREREQUISITE: 727-C43-1 or equivalent programming experience.

TEACHING METHOD: Lecture, group discussions, projects and exams.
Sheldon Epstein
Electrical Engineering and Computer Science, C96
ENGINEERING DESIGN & ENTREPRENEURSHIP
Time: W 3-6pm
Office Address: McCormick 2659
Office Phone: 853-1084 email: k9ape@eecs.northwestern.edu
Expected Enrollment: 15

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 and earn FCC radio licenses.

PREREQUISITE: Juniors and seniors in good standing in Engineering or Science.

TEACHING METHOD: Lecture/lab, project, resume & cover letter, draft patent application and business law & ethics exercise.

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

Janet Rutledge
Electrical Engineering and Computer Science, C98
SENIOR DESIGN: AUDIO APPLICATIONS OF DIGITAL SIGNAL PROCESSING
Time: MW 2-2:50 pm
Office Address: McCormick 1008
Office Phone: 491-7139
Expected Enrollment: 25
COURSE DESCRIPTION: In this senior design course students will have the opportunity to experience real-time digital signal processing applications using the Texas Instruments TMS320C25 and TMS320C30 microprocessors. The emphasis will be on the analysis and synthesis of audio signals. Students will gain experience with both C language and assembly language programming. The course will consist of several small projects and one large project. Working in groups will be required.

PREREQUISITE: Senior class standing

TEACHING METHOD: Lecture and group lab projects


ctec@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: September 1, 1994
Mark Van Oyen  
Industrial Engineering and Management Sciences  
C02 PROBABILITY  
Time: MWF 9:00, Lab: W 3-5  
Room: LR7  
Office Address: MLSF 3081/83  
Phone: 491-5673  
Expected Enrollment: 50

COURSE DESCRIPTION: Fundamentals of probability theory with an emphasis on important topics in linear modeling. Major subject areas include matrices, linear equations, vector spaces, and linear transformations, inner products and orthogonality, determinants, and eigenvalues and eigenvectors. The course presents these subjects with a fair amount of mathematical rigor, and also investigates their application to practical problems such as solution of linear equations, analysis of linear dynamic systems, and linear least squares estimation.

PREREQUISITES: Math B15.

TEACHING METHOD: Three lectures per week, plus a weekly problem session.

EVALUATION: Midterm, final and weekly homework assignments (including computer programming applications).

TEXT:  
Required: Introduction to Linear Algebra, by Gilbert Strang, Wellesley-Cambridge Press  
Recommended: Linear Algebra and its Applications, by Gilbert Strang, Harcourt, Brace, Janovich
IE C19 OPERATION RESEARCH
(Taught jointly with D07)
Time: T 6:30-9:30
Room: A110
Office: MLSB 1081
Phone: 491-3155
Expected Enrollment: 20 in C19

COURSE DESCRIPTION: This is a course in the art and science of using quantitative methods as decision aids. While the approach of the course is decidedly mathematical, the focus is not on theoretical issues but rather on the problems associated with application of methods in practical situations. Quantitative tools covered include: linear programming and other optimization methods, decision analysis and other stochastic modeling tools, including simulation. Specific topics discussed include: the systems approach for complex problem-solving, mathematical modeling of manufacturing systems, and decision making under certainty and uncertainty.

PREREQUISITES: IE B03 or equivalent. C19: MEM, MfE, or permission of instructor.

TEACHING METHOD: One class meetings per week consisting of a combination of lecture and class discussion.

EVALUATION: Grades will be based on homework assignments, a midterm examination, and a comprehensive final examination.


Gustave J. Rath
Industrial Engineering and Management Sciences

C22 INDUSTRIAL PSYCHOLOGY
Time: Th 6:30-9:30
Room: LR2
Office: MLSF 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. Extensive use of Internet.

EVALUATION: Weekly quizzes and a small two-page Newsletter.

TEXT: PSYCHOLOGY APPLIED TO WORK, by Paul Muchinsky.

Gustave J. Rath
Industrial Engineering and Management Sciences
C24-1 ENGINEERING MANAGEMENT I
(taught jointly with D31 MARKETING ISSUES FOR ENGINEERS)
Time: W 6:30-9:30
Room: LR 2
Office: MLSF 1021
Phone: 491-3668
Estimated Enrollment: 100 C24-1, 30 D31, Total 80

COURSE DESCRIPTION: The course will cover marketing strategy, segmentation, targeting, image, the 4 P's, and public relations. The systems approach and methodology will be applied.

PREREQUISITES: Open to IE seniors only. C24-1 Engineering Management I is not a prerequisite for C24-2 Engineering Management II. D31 is open to MEM and IE grads only; all others by permission of instructor.

TEACHING METHOD: Lectures and discussion. Project required for D31 students. Class will be divided into teams. Use of cases.

EVALUATION: C24-1: Cases and quizzes. D31: Cases and Project.
Yehuda Bassok  
Industrial Engineering and Management Sciences  
C26 ECONOMICS FOR ENGINEERS I  
Time: Th 1-2:30  
Room: LR4  
Office Address: MLSF 1085  
Phone: 491-5538  
Expected Enrollment: 45

COURSE DESCRIPTION: This course is intended to provide analysis of financial decisions by corporations, especially in the manufacturing environment. The course will concentrate in the areas of investment and capital budgeting under certainty and uncertainty. During the course the most common models will be presented, and their effects on the competitiveness of the organization will be discussed. The course will emphasize the presentation of real life problems and the applicability and effects of the different solutions.

PREREQUISITES: Math B15.

TEACHING METHOD: Lectures and exams.

EVALUATION: Eight homework assignments (30% of grade); midterm exam (35% of grade); final exam (35% of grade).

TEXT: PRINCIPLES OF CORPORATE FINANCE, by Brealey and Myers, McGraw-Hill.

Arthur P. Hurter  
Industrial Engineering and Management Sciences  
C27 ECONOMICS FOR ENGINEERING II  
Time: TTh 10:30-12:00  
Room: L318  
Office: MLSF 4033  
Phone: 491-3414, e-mail: hurter@iems.northwestern.edu  
Expected Enrollment: 30

COURSE DESCRIPTION: This course deals with the economics of
the business firms. The theory of cost and production is presented in both traditional and linear programming or activity analysis formats. Stock-Flow production functions are introduced to tie together production, equipment investment, replacement, and facility location decisions. The course concludes with analysis of differing forms of competition.

PREREQUISITE: C26 or equivalent.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Homework (including short cases), two midterm exams and a final exam.

TEXTBOOK: (1) MANAGERIAL ECONOMICS IN A GLOBAL ECONOMY, by Dominick Salvatore, McGraw-Hill, 1993, 2nd ed

Charles W. N. Thompson
Industrial Engineering and Management Sciences
C34-2 SYSTEMS PROJECT MANAGEMENT II
Time: TTh 3:30-5:00
Room: LR 4
Office Address: MLSF 1055
Phone: 491-3667
Expected enrollment: 40

COURSE DESCRIPTION: Project management methods applied to the analysis and design of a complex, real-world system. Initiation and planning; organizing and staffing; performance, schedule, and cost control: evaluation, proposals, and implementation.

PREREQUISITES: IE C34-2.

EVALUATION: Several kinds of written assignments, both individual and group, will be required and, with midterm and/or final exam results, will make up the non-project portion of the grade. The project portion of the grade will be a function of individual, group and overall project performance.

TEACHING METHOD: The first session each week will be primarily lecture and discussion. The second session each week will be primarily devoted to the class project.
Initially, the instructor will "lecture" and assist the class; after the first two weeks, the class will be expected to conduct most of the session.

TEXT: Reference materials will be made available either in class or on reserve in the Science Engineering Library, and students will be encouraged to seek out other reference materials. Recommended text is John M. Nicholas, MANAGING BUSINESS & ENGINEERING PROJECTS, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1990.

NO P/N ALLOWED. ATTENDANCE AT FIRST CLASS IS MANDATORY. SENIORS ONLY. NON-IE/MS MAJORS BY PERMISSION ONLY.

David Simchi-Levi  
Industrial Engineering and Management Sciences  
C35 SYSTEMS SIMULATION  
Time: MW 4:30-11, F 3-5  
Room:  
Office: MLSF 2087  
Phone: 491-5399  
Expected Enrollment: 50

COURSE DESCRIPTION: The objective of the course is to provide an up-to-date treatment of all important aspects of a simulation study. This includes modeling, matching distribution to data, generation of random variates, output data analysis, variance reduction techniques and simulation languages.

PREREQUISITES: IE C02 and IE C03 or equivalent.

TEACHING METHOD: Lectures.

EVALUATION: Computer assignments, midterm examination, final exam and a project.


Robert Fourer  
Industrial Engineering and Management Sciences  
C36-1 (20) (21) INDUSTRIAL ENGINEERING DESIGN PROJECT I
COURSE DESCRIPTION: This is the first quarter of a two-quarter senior-level design sequence. The course deals with application of industrial engineering techniques to complex decision and design problems. Methods of mathematical modeling, optimization, and simulation, decision-making under certainty and uncertainty are discussed. Case studies requiring application and synthesis of different techniques and use of computer packages are analyzed. A final proposal for an industrial project to be undertaken in IE C36-2 is required.

PREREQUISITES: IE C13 and C15, or equivalent, and senior standing. No P/N, first class mandatory.

TEACHING METHOD: Combination of lecture, class discussion, and student presentation.

EVALUATION: The final grade is based on project reports for assigned case studies, presentations/participation in lab sessions, and the proposal for the C36-2 project.

TEXT: Reading and other course materials to be announced in class.

Sanjay Mehrotra
Industrial Engineering and Management Sciences
D07 (20) QUANTITATIVE METHODS FOR DECISION MAKING
(Taught jointly with IE C19 INTRODUCTION TO OPERATION RESEARCH)
Time: T 6:30-9:30
Room: A110
Office: MLSB 1081
Phone: 491-3155
Expected Enrollment: 20 in D07, 20 in C19

COURSE DESCRIPTION: This is a course in the art and science
of using quantitative methods as decision aids. While the approach of the course is decidedly mathematical, the focus is not on theoretical issues but rather on the problems associated with application of methods in practical situations. Quantitative tools covered include: linear programming and other optimization methods, decision analysis and other stochastic modeling tools, including simulation. Specific topics discussed include: the systems approach for complex problem-solving, mathematical modeling of manufacturing systems, and decision making under certainty and uncertainty.

PREREQUISITES: IE B03 or equivalent. C19: MEM, MfE, or permission of instructor.

TEACHING METHOD: One class meetings per week consisting of a combination of lecture and class discussion.

EVALUATION: Grades will be based on homework assignments, a midterm examination, and a comprehensive final examination.


Donald N. Frey
Industrial Engineering and Management Sciences
D19 TECHNICAL ENTREPRENEURSHIP (INSIDE A COMPANY AND FOR NEW VENTURES)
Time: F 3:00-6:00
Room: 1396
Expected Enrollment: 25
Office: MLSF 1017
Phone: 491-3326

COURSE DESCRIPTION: This course deals with a number of issues relating to technical innovation both inside and outside a company. Topics include: origins of innovation, types of innovation, alternative organizational forms for venture/entrepreneurial projects, kinds of people required, financial considerations, and market development.

Innovation is taught as a process. The initial innovative concept comes from a variety of sources which is outlined.
Once the concept is established the development within a company of the innovation, for success in the market, involves a wide variety of company functions, many of whom resist changes. The intricate process for solving this problem of change within a company is also considered as a process. The characteristics of the critical first customer is also covered. Finally the elements of a stand-alone business plan for a start-up entrepreneur utilizing an innovation are covered.

PREREQUISITES: Graduate standing; permission of instructor required for undergraduates; first class mandatory.

TEACHING METHOD: The sub-topics in the course are given in the outline and will be covered in lectures, class discussions, case study sessions, and the readings.

EVALUATION: The grade in the course will be based upon a term project report for an innovative start-up business, class discussion, and a mid-term essay.

TEXT: Reading list to be announced.

Gustave J. Rath  
Industrial Engineering and Management Sciences  
D31 MARKETING ISSUES FOR ENGINEERS)  
Taught jointly with C24-1 (see above)  
Time: Th 6:30-9:30  
Room:  
Office: MLSF 1021  
Phone: 491-3668  
Estimated Enrollment: 20  

COURSE DESCRIPTION: The course will cover marketing strategy, segmentation, targeting, image, the 4 P's, and public relations. A system approach and methodology will be applied.

PREREQUISITES: MEM & IE grads only; all others by permission of instructor.

TEACHING METHOD: Lectures and discussion

EVALUATION: Homework and Project.
COURSE DESCRIPTION: The course is intended primarily for graduate students who are planning to do their doctoral research in real world organizations, and, particularly, for students who will evaluate programs and/or projects for which there is a substantial non-academic outcome, e.g., problem definition, goal defining, relations with clients) and carrying out evaluations (e.g., evaluation design, data collection and analysis, reporting). Each selected problem area will be examined at two levels: a) in terms of the underlying, abstract, conceptual basis or nature of the problem; b) on a very practical, "how to do it" basis. The course is not intended to cover the great variety of detailed methodological techniques, such as experimental designs and methods of data analysis, and these will be treated primarily by reference to sources, and to other courses.

PREREQUISITES: Prior course work in organization theory and behavior, systems, social psychology, or substantive theory in a particular subject area, e.g., education, criminal justice, health, and course work in field research methodology is desirable, but not formally required. Undergraduate seniors will require permission of the instructor.

TEACHING METHOD: The three-hour class once a week will be a mixture of lectures and seminar-type peer dialect.

EVALUATION: A variety of written and oral presentations, including a paper examining an application of the course material to a project of the student's own choosing, will provide the formal basis for grading.
TEXTBOOKS: None. Selections from books and serial lists, plus material researched by the students.

Sanjay Mehrotra
Industrial Engineering and Management Sciences
D50-2 MATHEMATICAL PROGRAMMING II
Time: MWF 1:00
Room: L320
Office Address: MSLF 1081
Phone: 491-3077
Expected Enrollment: 30

COURSE DESCRIPTION: Methods in unconstrained and constrained linear and non-linear optimization. Topics in duality theory, convex programming, and non-smooth optimization.

PREREQUISITES: IE D50-1, calculus, and linear algebra.

TEACHING METHOD:

EVALUATION: Homework 50% and final 50%.


Collette Coullard
Industrial Engineering and Management Sciences
D57 INTEGER PROGRAMMING
Time: TTh 2:30-4
Room: A110
Office Address: MSLB 3085
Phone: 491-3077
Expected Enrollment: 25

COURSE DESCRIPTION: We will cover recent and classic results in the theoretical as well as practical aspects of integer programming.

PREREQUISITES: Linear programming: IE D50-1 or equivalent.

TEACHING METHOD: Professor and students will read and present research articles. There will also be homework
assignments and a course project.

EVALUATION: Students will be graded on class presentations, homework assignments, and the course project.

TEXT: Copies of articles will be provided.

Maria Rieders
Industrial Engineering and Management Sciences
D60-1 STOCHASTIC MODEs. Topics include probability models, conditional probability, independence, random variables and distributions, discrete distributions (binomial, Poisson, geometric) continuous distributions (normal, exponential, gamma), central limit theorem, conditional distributions. This course is a prerequisite for IE/MS courses in statistics as well as probability modeling.

PREREQUISITES: Math B15, calculus (including multidimensional). P/N allowed for non-IE/MS majors.

TEACHING METHOD: Three hours of lectures per week. Mandatory lab session for homework discussion and questions.

EVALUATION: Based on homework and midterms (in Lab), and final.


Mark Van Oyen
Industrial Engineering and Management Sciences
C02 PROBABILITY
Time: MWF 9:00, Lab: W 3-5
Room: LR7
Office Address: MLSF 3081/83
Phone: 491-5673
Expected Enrollment: 50

COURSE DESCRIPTION: Fundamentals of probability theory with applications. Topics include probability models, conditional probability, independence, random variables and distributions, discrete distributions (binomial, Poisson, geometric) continuous distributions (normal, exponential,
gamma), central limit theorem, conditional distributions.
This course is a prerequisite for IE/MS courses in statistics as well as probability modeling.

PREREQUISITES: Math B15, calculus (including multidimensional). P/N allowed for non-IE/MS majors.

TEACHING METHOD: Three hours of lectures per week. Mandatory lab session for homework discussion and questions.

EVALUATION: Based on homework and midterms (in Lab), and final.

Ajit Tamhane
Industrial Engineering and Management Sciences
C03 STATISTICS I
Time:  MWF  10:00, Th 3-5:00
Room:  LR 4
Office:  MLSF 4085
Phone:  491-3577
Expected Enrollment:  60

COURSE DESCRIPTION:  Descriptive statistics; observational and experimental studies; confidence interval estimation; hypothesis testing; categorical data; simple linear regression and correlation. The MINITAB statistical package will be used.

PREREQUISITES:  Math B15 and IE/MS C02 or an equivalent course in probability.

TEACHING METHOD:  Lecture.

EVALUATION:  10% review of video series "Against All Odds: Inside Statistics."  60% weekly quizzes, 30% final.

TEXTS:
1) PROBABILITY AND STATISTICS FOR ENGINEERING AND SCIENCES;" by Jay Devore, publisher: Brooks-Cole.
2) MINITAB HANDBOOK, by B. F. Ryan and B. L. Joiner, Third Edition: Includes Releases 7, 8, & 9, Publisher: Duxbury Press.
Gordon Hazen
Industrial Engineering and Management Sciences
C06 DECISION ANALYSIS AND BEHAVIORAL DECISION THEORY
Time:  MWF 1:00, W 3-5
Place:  Lec. 3827, Lab. L318
Office:  MLSF Rm 3081
Phone:  491-5673
Expected Enrollment:  25

COURSE DESCRIPTION:  An overview of the theory and practice of decision making, with emphasis on the Bayesian treatment of uncertainty, handling of conflicting objectives, and modeling of risk preferences. The focus is on practical applications of decision theory as illustrated by case studies.

Topics:

1. Conflicting objectives, value functions
2. Uncertainty, subjective probability
3. Risk preference, utility theory, the value of information
4. Risk preference and conflicting objectives
5. Decision psychology
   Probability judgment
   Calibration
   Expected utility
6. Probability elicitation
7. Value and utility elicitation
8. Sensitivity analysis
9. Case Studies

PREREQUISITES:  Background in probability desirable.

TEACHING METHOD:  Three hours of lectures per week. Optional lab for homework discussion and questions.

EVALUATION:  Based on homework, 2-hr. midterm (in lab), and final.


TBA
Industrial Engineering and Management Sciences;
C11  Linear Algebra For Operations Research
Time:  MWF 11:00,  T 3:00-5:00
Room: A310
Office:  
Phone:  
Expected Enrollment:  40

COURSE DESCRIPTION: This is a fiLS
Time: MWF 3-4
Room: A110
Office: MLSF 3021
Phone: 491-5674
Expected Enrollment: 40

COURSE DESCRIPTION:  The course introduces fundamental stochastic processes, including Poisson processes, discrete and continuous time Markov chains and some elementary queueing theory. The theory developed in these areas will be applied in the stochastic modeling of production, inventory, reliability, and computer systems.

PREREQUISITES:  Calculus, linear algebra and probability (as in IE C02).  Measure theory is not required.

TEACHING METHOD:  Three one hour lectures.

EVALUATION:  The grade will be based on homework assignments, a midterm and a final exam.

TEXT:
2)  INTRODUCTION TO PROBABILITY MODELS, by Sheldon Ross, Academic Press.

Yehuda Bassok
Industrial Engineering and Management Sciences
D73 MANUFACTURING AND DISTRIBUTION STRATEGY
Time: MTh 3-5
Room: L313
Office Address: MLSF 1085
Phone: 491-5538
Expected Enrollment: 55

COURSE DESCRIPTION:
PREREQUISITES: MMM students only.

TEACHING METHOD:

EVALUATION:

TEXT: TBA

David Simchi-Levi  
Industrial Engineering and Management Sciences  
D80-1 PRODUCTION AND ECONOMICS 1  
Time: T TH 9-10:30  
Room: LR 8  
Office: MLSF 2087  
Phone: 491-5399  
Expected Enrollment: 40

COURSE DESCRIPTION: This course is the first quarter of a two-quarter sequence on the analysis and control of production systems. This quarter the focus is on an overview of major economic problems of production management. This includes: Inventory, production scheduling and control, distribution and logistics, and quality control.

PREREQUISITES: IE D50-1 and IE D60-1.

TEACHING METHOD: Two 1 1/2 hour meetings per week.

EVALUATION: Grades will be based on a combination of homework assignments, case studies, a midterm exam, and a final exam.

TEXT: None.

David Simchi-Levi  
Industrial Engineering and Management Sciences  
D82 PRODUCTION SCHEDULING  
Time: TTh 1-2:30  
Room:  
Office: MLSF 2087  
Phone: 491-5399  
Expected Enrollment: 25
COURSE DESCRIPTION: This course focuses on sequencing and scheduling problems that arise in manufacturing as well as in service industries. Accordingly, the course covers deterministic machine scheduling, vehicle routing, and scheduling models. The emphasis is on theory and algorithms.

PREREQUISITES: IE D50-1 and IE D60-1.

TEACHING METHOD: Two one and one-half hour meetings per week.

EVALUATION: Grades will be based on a combination of homework assignments and a final exam.


Yehuda Bassok
Industrial Engineering and Management Sciences
D73 MANUFACTURING AND DISTRIBUTION STRATEGY
Time: MTh 3-5
Room: L313
Office Address: MLSF 1085
Phone: 491-5538
Expected Enrollment: 55

cetc@northwestern.edu
Course Descriptions, Evanston Campus Registration
Northwestern University
Last Updated: September 1, 1994
L.D. Marks
Materials Science and Engineering, 750-B01-20
PRINCIPLES AND PROPERTIES OF MATERIALS
Office Address: Catalysis, B03
Phone: 491-3996
Expected Enrollment: 45-50


TEACHING METHODOLOGY: Three lectures and one problem session per week. The problem session will be devoted to questions and discussions of homework problems.

METHOD OF EVALUATION: Course grade will depend upon midterm examination (25%), homework (25% total), a term paper (25%), and the final examination (25%).


David N. Seidman
Materials Science and Engineering, 750-C16-1
SCIENCE OF ENGINEERING MATERIALS
Office Address: 1013A
Phone: 491-4391
Expected Enrollment: 20

COURSE DESCRIPTION: Principles underlying the development of microstructures. Defects, diffusion, phase transformations,
nucleation and growth, thermal and mechanical treatment of materials. Lectures, 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 homeworks and lab reports. Active participation in discussion during class hours is strongly encouraged.


Prof. Stephen H. Carr  
Materials Science and Engineering, 750-C17  
MATERIALS IN MANUFACTURING  
Office address: MLSB rm. 3011 or Tech rm. 2396  
Telephone: 491-4097  
E-Mail: s-carr@northwestern.edu  
Expected enrollment: 30

COURSE DESCRIPTION: This course emphasizes the ways in which manufacturing processes are determined, in part, by the nature of the various materials and how, in turn, the properties of materials are altered due to microstructure changes that occur during fabrication and processing. Topics to be covered are organized as follows:

1. Molding and Casting: Freezing, Molding practice (e.g., casting; injection molding), Reacting polymeric systems (e.g., thermosets, rubbers, RIM), Microstructure control (e.g., heat treatment of metals).
2. Shaping: Rolling and Drawing (including subsequent heat treatments), Cutting and Milling (tool selection; chip formation; etc.), Solids from Powders.
3. Shaping: Rolling and Drawing (including subsequent heat treatments), Cutting and Milling (tool selection; chip formation; etc.), Solids from Powders.
4. Film Forming and Coating Processes: Extrusion (polymeric
systems), Vapor Deposition Methods (PVD and CVD), Electro-coatings (electroplating; electrostatic coatings; anodizing), Fluid Coating (paints; "galvanizing").

5. Compositing and Joining: Fiber Reinforcement (FRPs; MMCs), Concretions (Filled plastics; concretes; wood), Joints (weldments; adhesives).

TEACHING METHODOLOGY: One 150-minute class (lecture plus problem-solving) each week. Frequent case studies, where possible.

EVALUATION: Six homeworks, one mid-term exam, a team project, and a final take-home final exam.


T.O. Mason
Materials Science and Engineering, 750-C21
APPLICATIONS OF THERMODYNAMICS
Office Address: Room 3037 MLSB
Phone: 491-3198
Expected Enrollment: 15

COURSE DESCRIPTION: This course will build upon a working knowledge of the laws of classical thermodynamics acquired in prerequisite courses and apply these principles to the solution of various problems which arise in the field of materials science and engineering. The laws of classical thermodynamics will first be reviewed, followed by a discussion of entropy and energy functions for liquid and solid solutions, and their application to phase equilibria in condensed systems and to electrochemistry.

PREREQUISITES: One of the following or its equivalent, ChE B11, ME B20 and Chem. C42-1.


Julia R. Weertman
Materials Science and Engineering, 750-C32
COURSE DESCRIPTION: The object of this course is to provide students with an indepth study of plastic deformation and fracture of metals, ceramics and polymeric materials. Emphasis will be placed upon crystal plasticity and the role of imperfections, state of stress, temperature and strain rate upon mechanical behavior.

PREREQUISITES: 750-C16-1, 2.

TEACHING METHODOLOGY: Three lectures and one problem set per week. The class will be divided into smaller laboratory sessions. A term paper will be required and oral presentations of it made.

METHOD OF EVALUATION: Midterm, final examination, lab reports and term paper all will count in the evaluation process. Homework will also be included in the final grade evaluation.


Johannes Weertman
Materials Science and Engineering, 750-C51-1
INTRODUCTORY PHYSICS OF MATERIALS
Office Address: 1135 MLSB
Phone: 491-3197
Expected Enrollment: 20

COURSE DESCRIPTION: Introduction to quantum mechanics with applications to materials, bonding, free electron behavior, bands and lattice vibrations.


TEACHING METHODOLOGY: Three one-hour lectures per week with discussion, homework, midterm and final exam.
Scott A. Barnett  
Materials Science and Engineering, 750-C55  
TOPICS IN ELECTRONIC MATERIALS  
Office Address: 4037A MLSB  
Phone: 491-2447  
Expected Enrollment: 15  

COURSE DESCRIPTION: Principles, models and phenomena underlying semiconductor processing. Topics to be covered include bulk crystal growth and doping, diffusion, ion implantation, epitaxy, thin films, and very-large-scale integration (VLSI) processes.  

PREREQUISITES: MSc C51-2 or EE/CS C81 or permission of instructor.  

TEACHING METHODOLOGY: The course will involve three hours of lecture per week, homework problems and discussion.  

METHOD OF EVALUATION: There will be a midterm, final examination, and oral presentation.  

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 of instructor.

TEACHING METHODOLOGY: See above.

METHOD OF EVALUATION: For the first quarter of the course, the grade will be based on the biweekly progress 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 discussion (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.

Bruce W. Wessels
Materials Science and Engineering, 750-D03
STATISTICAL THERMODYNAMICS OF MATERIALS
Office Address: 4039 MLSB
Phone: 491-3219
Expected Enrollment: 25

PREREQUISITES: 750-D01

TEACHING METHODOLOGY: Three (1) one-hour lectures per week.
EVALUATION: Mid-term examination 35%, final examination 35%,
and homework 30%.

TEXT: C. Kittel and H. Kroemer, Thermal Physics, Wiley.
R. Bube, Electrons in Solids, Academic Press,
New York, 1981.

RECOMMENDED TEXT: J.M. Yeomans, Statistical Mechanics of

Hans Weertman
Materials Science and Engineering, 750-D04
IMPERFECTIONS IN MATERIALS
Office Address: 1135 MLSB
Phone: 491-3197
Expected Enrollment: 35

COURSE DESCRIPTION: The behavior of point, line and planar
imperfections in metals, ionic and semiconducting crystals.
Point defects in metals and alloys, ionic, and semiconducting
crystals. Relationships between point defects and diffusion.

PREREQUISITES: 750-D01, 750-D02 & 750-D03 or consent of the
instructor.

TEACHING METHODOLOGY: Lectures will be the main part of the
exposition. Students are expected and encouraged to ask
questions and participate in discussions during the class.
The solution of problems is an essential part of this course.

METHOD OF EVALUATION: There will be two examinations.

REQUIRED TEXT: J. Weertman and J.R. Weertman, Elementary

READING LIST: D. Hull and D.J. Bacon, Introduction to
Defect Crystal Chemistry, Chapman & Hall.
COURSE DESCRIPTION: A course on phase transformations in crystalline solids. Topics will include the thermodynamics of ordered materials: Landau expansions, Bragg-Williams model, antiphase domain boundaries; the kinetics of ordering: ordering spinodals, conditional spinodals, and spinodal ordering; the effects of stress on phase transformations: origins of stress during phase transformations, coherent phase equilibria, coherent nucleation and spinodal decomposition; introduction to solidification and crystal growth.

PREREQUISITES: 750-D07 or equivalent.

TEXT: None, review papers will be distributed in class.


COURSE DESCRIPTION: The goal of the course is to describe the features which control the mechanical properties (stress/strain relationships, fracture, etc.) of polymeric materials.

PREREQUISITES: 750-C32 or equivalent, or permission of instructor. P/N allowed.

TEACHING METHODOLOGY: Three lectures per week. Homework assignments will be based primarily on information from the
text and the lectures.

METHOD OF EVALUATION: There will be one mid-term and one final paper. Weekly homework assignments will be graded. Final grades will be determined according to the following schedule: Homework: 1/3; midterm: 1/3; paper: 1/3.


M.J. Bedzyk
Materials Science and Engineering, 750-D61-2
DIFFRACTION METHODS IN MATERIALS SCIENCE II
Office Address: 1013 MLSB
Phone: 41-3570
Expected Enrollment: 12

COURSE DESCRIPTION: This course will explain x-ray diffraction and related phenomena in terms of the kinematical, optical and dynamical theories of x-ray scattering. X-ray diffraction, reflectivity, standing waves and evanescent waves will be discussed in a context that leads to an understanding of how these x-ray methods are presently being used at synchrotrons and x-ray tube sources to determine structural properties of materials. Particular emphasis will be given to demonstrating how x-ray diffraction is used for crystal structure determination.

PREREQUISITES: An undergraduate course in x-ray or electron diffraction which has introduced the use of reciprocal space.

TEACHING METHOD: Two 1.5 hour lectures per week. One x-ray lab project.

EVALUATION METHOD: The course grade will be based on homework, two exams, and the lab project.


READING LIST:
Pinsker, Z.G., Dynamical Scattering of X-rays in Crystals,
0765 Biomedical Engineering

Andrew Kertesz
Biomedical Engineering Department, 0765-A70
INTRODUCTION TO BIOMEDICAL ENGINEERING
Time: MTWF 11:00 a.m.
Place: Tech LR8
Office Address: Tech E378 and E326
Phone: 491-7672
Expected Enrollment: 45

COURSE DESCRIPTION: This is an introductory course designed to acquaint students with various aspects of Biomedical Engineering. Emphasis is placed on those areas of medicine and physiology where engineering techniques have been particularly useful or where a clear need exists for an engineering approach. The following topics will be covered: bioinformation processing; biomedical instrumentation; computer applications to diagnosis and patient monitoring; neural systems; experimental methods; biological control systems.

PREREQUISITES: None, P/N allowed.

TEACHING METHODOLOGY: There will be three lectures a week and one period reserved for demonstrations of bioelectric phenomena.

EVALUATION: Three quizzes will be given, each will be worth 1/3 of the grade.

TEXT: Therapeutic Medical Devices, Cook & Webster, Prentice Hall, 1982. (Recommended, but optional text.)

INTRODUCTION TO BIOSTATISTICS

Time: TTh 9-10:30 a.m.
Place: Tech 3823
Office Address: Tech E354
Phone: 491-3536
Expected Enrollment: 30

COURSE DESCRIPTION: Basic statistical concepts will be presented with emphasis on their relevance to biological and medical investigations. These introductory concepts include: data organization and presentation; basic probability concepts; probability distributions; sampling distributions; estimation and confidence intervals; basic hypothesis testing; simple linear regression and correlation; analysis of variance.

PREREQUISITES: Math B14-1.

EVALUATION: Grades will be based on homework, mid-term and final examinations.

TEXT: W.W. Daniel, Biostatistics: A Foundation for Analysis in the Health Sciences.

INTRODUCTORY BIOMEDICAL FLUID MECHANICS

Time: TTh 3-5 p.m.
Office Address: Tech E280
Phone: 491-3172
Expected Enrollment: 32

COURSE DESCRIPTION: This introductory course in fluid mechanics for Biomedical Engineering students is aimed to introduce the students to the basic concepts of fluid mechanics and at the same time provide an early exposure to biomedical applications. This course is planned to be developed with a companion laboratory course to provide hands-on experience and encourage students' active learning.
PREREQUISITES: CE B12 and Math B21 or equivalents.

TEACHING METHODOLOGY: Two 1 1/2 hour lectures per week.

EVALUATION: Homework, quizzes, and a final exam.

TEXT: Fox and McDonalds, Introduction to Fluid Mechanics, Wiley.

Matthew Glucksberg
Biomedical Engineering Department, 0765-C02
SYSTEMS PHYSIOLOGY: Cardiovascular and Respiratory Physiology
Time: Lectures: MW 2:00-4:00 p.m.
   Discussions: Sec. 20 T-12:00 p.m., Sec. 21-T 1:00 p.m.
Place: Lecture M351, Discussion 20-Tech L320, Discussion 21-Tech 3823
Office Address: Tech E368
Phone: 491-7121
Expected Enrollment: 80

COURSE DESCRIPTION: An upper division and graduate course for biomedical engineering and biology students. The course covers the heart and circulation (8 weeks) and the lungs and respiration (2 weeks) treating physiology from a quantitative systems viewpoint. It is part of a three quarter sequence (765-C01, C02, C03) any quarter of which can be taken alone. The sequence is aimed at advanced engineering students with limited biology as well as biology students with limited physical science and math backgrounds.

PREREQUISITES: Math B14-3

TEACHING METHODOLOGY: Two, 2-hour lectures per week plus one, 1-hour discussion period with a TA per week.

EVALUATION: Two midterms and a final examination and weekly homework.

West, J.B., Respiratory Physiology, 4th ed., Williams & Wilkins.
David J. Mogul
Biomedical Engineering Department, 0765-C24
COMPUTATIONAL NEUROSCIENCE
Time:  TTh 4:30-6:00 p.m.
Place:  Tech B392
Office Address:  Tech E354
Phone:  491-3536
Expected Enrollment:  20

COURSE DESCRIPTION:  This course provides a theoretical basis for studying the behavior of neurons from the brain at the cellular and systems level. Topics covered include:  (1) membrane properties of excitable cells, (2) passive and active diffusion of molecules within cells and through cell membranes, (3) cable properties of cells, (4) synaptic communication between neurons, and (5) multicellular networks of neurons in the brain.  One of the primary goals of this course is to provide a mathematical basis to enable the use of modeling as a means of studying the electrochemical activity of the brain.  Computer simulations using biophysical principles and techniques of cellular automata will be provided.

PREREQUISITES:  Introductory biology and Math B14-1,2 or equivalent.  Or graduate standing.


Joseph T. Walsh
Biomedical Engineering Department, 0765-C38
INTERACTION OF LASER RADIATION WITH TISSUE
Time:  MWF 9 a.m.
Place:  Tech 3827
Office Address:  Tech E344
Phone:  491-7118
Expected Enrollment:  20

COURSE DESCRIPTION:  Introduction to the use of lasers in medicine. Basics of the propagation, scattering, and absorption of light. Modelling of the therapeutic uses of
light (e.g. selective coagulation, vaporization, and sensitization). Modelling of the diagnostic uses of light (e.g. fluorescence, back-scattering, transmission). Engineering evaluation of present and future laser-based clinical systems.

PREREQUISITES: Limited to Seniors and Graduate Students. Others by permission of instructor.

TEACHING METHODOLOGY: Three hours of lecture per week.

EVALUATION: Exams, oral and written reports.

TEXT: Original papers, review articles, reserved textbook readings.

Jeremy Gilbert
Biomedical Engineering, 0765-C43
BIOMATERIALS AND MEDICAL DEVICES
Time: TTh 3-4:30 p.m.
Place: Tech 3827
Office Address: Ward 10-019, Chicago Campus and Tech E334
Phone: (312)908-9293
Expected Enrollment: 25

COURSE DESCRIPTION: This course is intended to be for senior level and first-year graduate students who have an interest in biomaterials. This course will deal with the properties of currently used materials in tissue replacement including metallic, ceramic, and polymeric materials. Implant applications and design considerations for these materials as well as the problems associated with long term survival will be described so that the mechanical, chemical and physiological interactions between body environment and biomaterial can be better understood.

PREREQUISITES: Introductory level course in materials science or equivalent, calculus or differential equations.

TEACHING METHODOLOGY: Two 1.5 hour lectures per week.

EVALUATION: Midterm and final examinations. Required to write a problem definitional study of an existing medical advice. Graduate students will be further required to
present a device design study where they design, analyze, and identify the limitations and necessary test required to evaluate the performance of a device for a medical application.

READING LIST: Selected journal articles and other texts.


Alan Sahakian
Biomedical Engineering Department, 0765-C83
CARDIOVASCULAR INSTRUMENTATION
Time: MWF 1:00 p.m.
Place: Tech B396
Office Address: Tech 3846
Phone: 491-7007
Expected Enrollment: 20

COURSE DESCRIPTION: Theory, design and application of instrumentation used for diagnosis, monitoring, treatment, and research investigation of cardiac and cardiovascular diseases. Examples will be taken from the current literature.

PREREQUISITES: EECS B41, B70, or equivalent or consent of instructor.

TEACHING METHOLDOLOGY: Two 1.5-hour lectures per week.

EVALUATION: Regular homework, midterm, final exams and term paper.


R.M. Berne and M.N. Levy, Cardiovascular Physiology, C.V. Mosby, St. Louis.


Thomas K. Goldstick
POSSIBLE DESIGN PROJECTS:
1. Buchanan, Biomechanics: Device to measure passive and active torques at the knee.
2. Delp, Biomechanics: Air bag for automobile head rests.
3. Epstein, Instrumentation: Home health care delivery using interactive system adapted from existing technologies (e.g., security surveillance) to monitor patients at home.
4. Epstein and Troy, Instrumentation: Devices for communicating with paraplegics, e.g., eye position tracker to interface computer enabling communication.
5. Glucksberg and Epstein, Biomechanics and Instrumentation: Devices for people missing limbs (either arms or legs) including: bicycle; car seat and door; electric powered bottle and jar opener; walker; voice-activated alarm.
6. Glucksberg and Sahakian, Biomechanics and Instrumentation: Device to place and monitor the position of an endotracheal tube in premature infants.
9. Healy, Biomaterials: Artificial extracellular matrix to promote regeneration of tissues and organs.
11. Kelso, Biosensors: Cardiac drug monitor – Device for use in the ICU which measures levels of drugs as often as necessary with rapid turnaround time.
12. Kelso, Biosensors: Physician's Drug Therapy Assistant – Newton-type device that fits in MD's pocket that can aid in selecting drugs and setting dosages.
13. Kelso, Biosensors: Fish checker – Device to measure levels of PCB's, Hg and other environmental pollutants in Lake Michigan fish.
19. Linsenmeier, Instrumentation: Chamber to measure retinal and RPE resistances.
20. Mockros, Biomechanics and Transport: Blood component separator; artificial lungs.
21. Mockros, Biomechanics: Angioplasty catheter incorporating a distal sensor to detect active damage of vascular tissue during angioplasty procedure, including instrumentation and software needed for signal analysis of sensor output.
22. Mogul, Instrumentation: System for rapidly acquiring spatial imaging data for a fluorimetric dye, sensitive to Ca++ or cAMP or cGMP or etc., inside living cells.
24. Rymer, Rehabilitation: Device to quantify neurological disorder.
26. Sahakian, Computers: Device for monitoring breathing rate based on analysis of continuous record of sound, for unrestrained patients.
27. Troy, Vision: Illumination source that matches an individual's spectral sensitivity, to improve visual acuity in low vision patients, as well as to reduce electrical power needed for lighting by normal individuals and thus conserve energy and save the rain forests.
28. Walsh and Kelso, Instrumentation and Biotechnology: Automated image processing to digitize pattern on a slide or enzyme electrophoresis patterns. Optical scanner.
30. Waters, Biofluid Mechanics: Apparatus to measure the ability of a patient's cancer cells to adhere to an
endothelial cell layer, in vitro, with the objective of evaluating the metastatic potential of this cancer.

PREREQUISITES: Non-HPME Seniors in BME.

TEACHING METHODOLOGY: The lectures will cover the philosophy and strategy of design in general as well as its application to biomedical engineering. The "laboratory" portion of the course will give students the opportunity to work on a design problem under the supervision of a preceptor in their own area of specialization. For this part of the course, the class will be divided into small groups of about four students each. The preceptor will assign a design topic at the outset and provide guidance throughout the course. The topic will initially be discussed in detail, reading will be assigned, questions answered, and thereafter the students will continue to work on the design project in groups, relatively independently of the preceptor. Facilities for the project will be provided by the preceptor or reserved at some suitable central facility, e.g., the BME lab, the BME conference room, a small classroom, etc. Library research will be an important component of the design project. The final design project report, which will be submitted at the end of the course, should cover all of the design aspects introduced in the classroom lectures.

EVALUATION: The course grade will be based on individual homework, a group preliminary project report, a group final design report, two oral presentations by the group, and individual classroom participation. The grade will be based on the combined evaluation by the preceptor and the course instructor. Homework and tests will be based on the lectures.

TEXT: None.

cetc@northwestern.edu
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