

Winter 1995-96 Course Descriptions

- [School of Education and Social Policy](#)
 - Medill School of Journalism
 - [College of Arts and Sciences](#)
 - [0501 General Music](#)
 - [School of Speech](#)
 - [McCormick School of Engineering & Applied Science](#)
 - [0937 Naval Science](#)
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Last Updated: November 7, 1995

Education and Social Policy

Danny Edelson

Education & Social Policy, LSCI B12

LEARNING AND UNDERSTANDING: A COGNITIVE SCIENCE APPROACH

Time: MW 12:30-2:00

Office Address: Annenberg 233

Phone: 467-1337

COURSE DESCRIPTION: The goal of this course is to examine learning across a wide range of settings. In the last two decades a new field of inquiry, cognitive science, has sprung up at the boundaries of cognitive psychology, computer science, linguistics, and philosophy. Borrowing most heavily from the subdisciplines of cognitive psychology and artificial intelligence, this class will focus on the ways in which cognitive science uses a range of methodologies to develop models and explanations of cognitive processes. The objectives of this course are twofold: 1) introduce students to the principles of cognitive science and the theories that have been developed in this field; 2) apply these principles and theories to issues of learning and understanding that are important to the fields represented by the concentrations in the School of Education and Social Policy. Specifically, we will discuss learning in school, community, family, and clinical settings. Students will be encouraged to draw from their own personal experience using the methodologies studied in the course.

PREREQUISITES: None

EVALUATION: Several short papers.

READING LIST:

Driscoll, M.P. (1994) Psychology of Learning for Instruction.

Boston: Allyn & Bacon. (tentative)

Supplemental readings from primary sources.

Michael Radnor

Education & Social Policy, LSCI C10

LEARNING ORGANIZATIONS FOR COMPLEX ENVIRONMENTS

Time: Th 7-10 pm

Office Address: Leverone Hall

Phone: 491-5617

COURSE DESCRIPTION: This course will focus on three units of study concerning learning organizations. First, this course will explore the contexts and challenges that an organization presents in terms of the environment, the shifting institutional settings, and the challenges that result. The next unit focuses on requirements to meet these challenges. Specifically, we will look at how individuals within the organization do this, as well as institutional support requirements. Finally, the third unit focuses on designing and implementing an effective training/learning system in the organization. Skills that will be acquired will include: performing action-oriented analyses of environment; developing systems responsive to change; and "selling" the system to all levels of participants.

James Rosenbaum

Education & Social Policy, HDSP B01

INTRODUCTION TO SOCIAL POLICY

Time: Th 3-5:30 pm

Office Address: Annenberg 110

Phone: 491-3795

COURSE DESCRIPTION: This course is designed to introduce students to central issues in social policy, both historically and currently. The goal is to give students an understanding of how social policies have developed and of the content of some current social policy issues and debates. Particular attention will be given to broad policy design issues, the purposes of human service intervention, and the values in conflict and tension that are involved in social policy decision making.

Pamela Adelman

Education & Social Policy, HDSP C02

HUMAN DEVELOPMENT: ADULTHOOD & AGING

Time: TTh 8-9 am

Office Address: Annenberg 107

Phone: 467-1170

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

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

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

EVALUATION: weekly essays; 3 midterm exams.

READING LIST: Course packet required with optional text:
Perlmutter, M. & Hall, E. 1992. Adult
Development and Aging. NY: Wiley.

David Wiley

Education & Social Policy, HDSP C11

POLITICAL ECONOMY OF SOCIAL POLICY

Time: TTh 1-2:30 pm

Office Address: Annenberg 211

Phone: 491-8761

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 7-9:30 pm

Office Address: Annenberg 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 psycho-social 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

READING LIST: Billingsley, Andrew. (1992). Climbing Jacob's Ladder: The Enduring Legacy of African American Families. New York: Simon & Schuster. Staples, Robert and Leonor Boulin Johnson. (1993). Black Families at the Crossroads: Challenges and Prospects. San Francisco: Jossey-Bass.

Dan Lewis

Education & Social Policy, HDSP C83

PRACTICUM IN HUMAN DEVELOPMENT

Time: MTWTh 8-5 pm

Office Address: Annenberg 206

Phone: 491-3715

COURSE DESCRIPTION: Internship experience for undergraduate students in the Human Development and Social Policy Program only. 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: For HDSP students only, with 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:

- The Practicum Director initiates phone contacts with the student's onsite supervisor.
- The onsite supervisor submits a Supervisor's Mid-Term Evaluation of Student's Performance.
- The onsite supervisor submits a Supervisor's Final Evaluation of Student.
- The student fulfills attendance requirements at scheduled meetings - beginning, middle and end of quarter.
- 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).
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Jeanie Egmon

Education & Social Policy, HDSP C85-1

PRACTICUM ANALYSIS SEMINAR

Time: F 9-Noon

Office Address: Annenberg 120

Phone: 467-2138

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

Christine George

Education & Social Policy, HDSP C85-2

PRACTICUM ANALYSIS SEMINAR

Time: F 9-Noon

Office Address: Annenberg 205

Phone: 491-3884

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

Deborah Puntteney

Education & Social Policy, HDSP C85-3

PRACTICUM ANALYSIS SEMINAR

Time: F 9-Noon

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

Susan Lee

Education & Social Policy, CPSY C11-0

GROUP DYNAMICS

Time: T 9-Noon

Office Address: Theatre/Interp Ctr

Phone: 491-7666

COURSE DESCRIPTION: Theory and research in the psychodynamic study of groups and social systems, leadership and authority focusing on small and large group dynamics, and intergroup relations. A range of research and theoretical work 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. Participation in a Tavistock Group Relations Conference is required unless waived by instructor.

PREREQUISITES: Permission of the instructor. CPSY D11, Individuals and Systems: Psychodynamic Viewpoints, useful but not required.

EVALUATION: papers; final; and participation in experiential classroom activities including Tavistock Conference.

READING LIST:

DeBoard, Robert. *The Psychoanalysis of Organizations: A Psychoanalytic Approach to Behavior in Groups and Organizations*. London: Tavistock Publications, Ltd. 1978.

Wheelan, Susan A. *Group Process: A Developmental Perspective*. Needham Heights, MA: 1994.

Staff

Education & Social Policy, TEDU C03

PROBLEMS IN THE PHILOSOPHY OF EDUCATION

(Music Ed Students Only)

Time: TTh 12:45-1:45 pm

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: 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, TEDU C81

TUTORIAL IN EDUCATION: STUDENT TEACHING

Time: W 4:30-7 pm

Office Address: Annenberg 115

Phone: 491-3829

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 import, 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. 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.

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College of Arts and Sciences

- [0400 Freshman Seminars](#)
- [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](#)
- [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](#)
- [0463 Hispanic Studies - Spanish](#)
- [0467 Slavic Languages and Literature](#)
- [0471 Sociology](#)
- [0473 Statistics](#)
- [0480 Women's Studies](#)
- [0483 Integrated Arts Program](#)

- [0493 Business Institutions Program](#)
 - [0495 International Studies](#)
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General Music

Kathryn Gleasman Pisaro

General Music A70 SEC 21

INTRODUCTION TO MUSIC

Time: MTWTH 2:00, MAB 125

Expected Enrollment:40

COURSE DESCRIPTION: This course is designed to provide the student with four ways of knowing about music: an understanding of basic music terminology, listening to and learning about a large variety of musical styles and concepts, the experience of participating in musical activities and being able to write about music. The course will begin with a look at basic concepts and terms and continue through a chronologically-based view of Western art music, non-Western art music and several styles of popular music. Assignments will include concert reviews, short papers, and musical projects. This course is designed to be taken by non-music majors, so musical training is not required.

PREREQUISITE: None

Keith A. Carpenter

General Music A70, sec 22

INTRODUCTION TO MUSIC

Time: MTTHF 12:00 noon, MCR REG

Expected Enrollment: 100

COURSE DESCRIPTION: This course is in two parts, the first of which is concerned with the elements of music-rhythm, timbre, harmony, melody, and texture. The second half of the class will use this information as a structural basis for understanding musical examples. We will focus primarily on Western art music from the Middle Ages onward, but many other musical styles will be examined as well: rock, jazz, folk, as well as non-western art and folk music. The goal of the course is to create a working understanding and vocabulary of music. Critical listening and analytical skills will be the primary focus of the course. Because the course is concerned primarily with aural skills, music reading skills will not be required.

PREREQUISITE: none

EVALUATION: Student evaluation will be based upon concert reviews, listening analyses, a listening log and examination.

TEXT: The Enjoyment of Music, Machlis and Forney, accompanying CD set; course packet.

Robert Gjerdingen

General Music A-75-0 sec. 20

THE WORLD OF MOZART

Time: MWF 1:00 p.m. MAB 114

COURSE DESCRIPTION: What was it like to be young, talented, socially awkward, and one of the greatest composers of the later 1700? How did one go about writing music for powerful kings and emperors? Did Mozart's great fame as a child prodigy make his transition to adulthood more difficult? These are some of the questions that will be discussed in the context of a broad look at life in eighteenth-century courts and palaces. Through recordings, films, plays, paintings, letters, diaries, novels, and dances we will fashion an understanding of Mozart's life and music.

Michael Pisaro

General Music A-75-0, sec.21

ROCK 'N' ROLL FROM THE BEGINNING

Time: TTH 1-2:30, MCR REG

Email: m-pisaro@northwestern.edu

Expected Enrollment: 35

COURSE DESCRIPTION: This course which focuses on the development of the genre from its beginnings in the 1930's to the early 1990's. It is not a history course, but rather an encounter with a selected number of artists who embody distinct facets of the music. The course will deal both with the music and with its relation to society. A provisional list of artists to be covered includes Robert Johnson, the Orioles, Elvis Presley, Bob Dylan, the Rolling Stones, Aretha Franklin, Captain Beefheart, George Clinton, the Sex Pistols and Nirvana. The course materials will use a variety of media with required listening, reading and viewing. Students will engage in musical exercises and projects, though no specific musical expertise is required as a prerequisite. There will be one or two required texts and a few required recordings.

Dawn Mora, Michael Pisaro, William Cass, Larry Silver, Johannes Birringer, Antonio Garcia

Integrated Arts Program, A90

ART PROCESS

Integrated Arts Program office: 1979 Sheridan Rd. Room 200

Time: MWF 2-4 Lab MAB 114, MW 1-2 lecture MCR REG

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

Mitchell Arnold, lecturer

General Music B53-0

FORM AND ANALYSIS

TIME: MWF 9:00 a.m. MAB 37

Phone: 1-7609, 1-5441 (P-S Concert Hall), 1-5431 (Dept of Academic Studies and Composition)

Mailbox: MAB 112 and Regenstein Hall (2nd floor)

Expected Enrollment: 30

Office Hours: by appointment

COURSE DESCRIPTION: This course, a continuation of MUS B52 Harmony, continues to develop analysis skills with emphasis now on larger structures and formal units. While B52: Harmony introduced harmonic, rhythmic, and melodic elements and smaller formal units ranging from motive to phrase to section, B53: Form and Analysis builds on the structural parameters, that is, phrase to section to piece (or movement) and covers their organization into the common forms of tonal music: binary, ternary, rondo, sonata, and variation forms. Renaissance and Baroque period contrapuntal forms are investigated for the purpose of developing an understanding of form in the

absence of the tonal and periodic character of Classic forms. Also introduced is discussion of form in atonal music. Another aspect of this course is the introduction of the concept of musical styles and genres. That is, what differentiates a Baroque binary from a Classic binary form? Renaissance two-part counterpoint from Baroque two-part counterpoint? How do orchestral and keyboard works differ in their expression of the same form? This course assumes knowledge of basic harmonies, grouping, modulation, rhythm, meter, and the ability to construct arch maps; all covered in the pre-requisite course, MUS B52: Harmony. Many assignments are to be prepared for class discussion. Class discussion is the primary means for learning in this course. You will find that analysis requires practice, discussion, and reflection.

TOPIC SCHEDULE (Projected)

I. Review

II. Renaissance and atonal formal elements

--Two-part Renaissance vocal motets

--Webern Five Pieces for String Quartet (No. IV)

III. Baroque counterpoint and form

--Two-part inventions

--Preludes and Fugues

IV. Binary and Rounded Binary forms

--Baroque

--Classical

V. Ternary forms

VI. Theme and Variation

--sectional

--continuous (grounds)

VII. Rondo

VIII. Sonata forms

EVALUATION METHOD: Regular homework assignments which include analyses and arch mappings. Projects: at least two comprehensive analysis projects. Quizzes: short tests may be given from time to time.

Mark-Daniel Schmid

General Music B-70-1

WESTERN MUSIC TRADITION

Time: MTWTH 12:00 MAB 42

Office Address: MAB 8

Office Phone: 467-2029

Expected Enrollment: 45

COURSE DESCRIPTION: This course is designed to introduce you to the art form of music as it has developed from the beginning of the 19th century to the present. We will study representative

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

PREREQUISITES: 0501 A70 or B52 or permission of instructor. Attendance at first class mandatory.

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

TEXTS: Course book required.

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School of Speech

- [0605 - Performance Studies](#)
 - [0610 - Communication Studies](#)
 - [0615 - Radio, Television and Film](#)
 - [0620-624 Communication Sciences and Disorders](#)
 - [0630 Theatre](#)
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McCormick School of Engineering

- [0710 Chemical Engineering](#)
 - [0727 Electrical Engineering and Computer Science](#)
 - [0738 Industrial Engineering and Management Science](#)
 - [0750 Material Sciences](#)
 - [0765 Biomedical Engineering](#)
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Naval Science

Lorrie Kovacs

Naval Science C50-0

NAVAL SCIENCE LABORATORY

Time: T 3-5

Place: Tech M351

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

Rich Bowen

Naval Science C45-0

NAVAL SHIP SYSTEMS I

Time: MWF 7:45-9 a.m.

Place: Tech A110

COURSE DESCRIPTION: Introductory engineering course oriented toward naval applications. The course includes (1) basic power cycles and thermodynamic processes utilized in naval propulsion systems, (2) functions of major and auxiliary components of each system, (3) ship design criteria and construction factors, (4) basic electrical theory including power distribution systems, (5) safety considerations, (6) characteristics of naval fuel and oil, (7) principles, procedures, and equipment involved in damage control, shipboard watertight integrity and ship stability.

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Freshmen Seminars

African-American Studies

Michael Hanchard

AFAM A01-6, Sec. 20

COMPARATIVE RACIAL POLITICS

Time: TTH 10:30-12:00

Office Address: 315 Scott Hall

Phone: 491-2644

COURSE DESCRIPTION: This course is designed to examine the interplay of racial, socio-economic and cultural tensions in multiracial polities outside the United States, in Germany, Trinidad and Britain. Through methods of comparative analysis, students will learn to situate socio-economic and racially-based politics in their historical contexts, which will then enable them to identify similar and dissimilar patterns of racial politics in cross-national perspective. Students will also become familiar with theories and concepts of race and ethnicity, and their relationship to issues of state power, national identity and social policy.

TEACHING METHOD: Lecture, discussion, and class participation.

EVALUATION: Grades will be based on class participation, 20%; oral presentations, 20%; two 7-10 page papers 60%.

READING LIST:

Michael Burleigh and Wolfgang Wippermann, *The Racial State*

Ivar Oxaal, *Black Intellectuals and the Dilemmas of Race and Class in Trinidad*

John Solomos, *Race and Racism in Contemporary Britain*.

Anthropology

Jacalyn D. Harden

Anthropology A01-6, 20

CAN'T WE ALL JUST GET ALONG? CONSTRUCTING A UNITED ASIAN-AMERICAN COMMUNITY

Time: TTH 2:30-4:00

Office Address: 555 Clark, #112

Phone: 491-4565

COURSE DESCRIPTION: Over the past decade the notion of a unified Asian American community-complete with community activist groups, organized protests, and calls for additions to university curricula-has gained momentum. What do such pan Asian organizing efforts mean? This interdisciplinary but anthropologically-based seminar will examine the larger history of community building: the demographic, political, cultural, and economic changes affecting the groups encompassed by the movement; and the realities of American racial politics-historical and contemporary - which inevitably help structure the ways in which "Asian American" can be both framed and challenged. Readings and discussions will underscore the necessity of moving beyond arguments about identity politics to understanding the historical, cultural, and national processes fueling them.

TEACHING METHOD: Discussion of assigned texts and presentation of essays by students.

EVALUATION: Class participation, oral presentations, 5 short essays (4-6 pages in length).

READING LIST:

Karin Aguilar-San Juan (ed.), Asian American activism: The State of Asian American activism and resistance in the 1990's

Benedict Anderson, Imagined Communities

Chris Friday, Organizing Asian American Labor: The Pacific coast canned salmon Industry, 1870-1942

Fumitaka Matsuoka, Emerging themes in Asian American Churches

Franklin Ng, et al (eds.), New visions in Asian Studies: Diversity, community, and power

Dana Tagaki, The retreat from race: Asian American Admissions and racial politics

Malcolm Dow

Anthropology A01-6, Sec. 21

EVERYDAY LIFE IN SOCIAL NETWORKS

Time: TTH 12:30-2:00

Office Address: 555 Clark

Phone: 491-4835

Expected Enrollment: 15

COURSE 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, series of short writing assignments.

EVALUATION: 3 papers (4-5 pages in length); one final paper (6-8 pages in length).

READING LIST: Packet of miscellaneous readings will be made available.

ART HISTORY

Vivian Rehberg

Art History A01-6, Sec. 20

THE LEGACY OF THE SECOND WORLD WAR: ART, POLITICS, AND POWER IN EUROPE, 1939-1989

Time: TTH 9:00-10:30

Office Address: 39 Kresge

Phone: 491-3230

COURSE DESCRIPTION: This course is concerned with the relationship between art and politics in Europe from the onset of the Second World War in 1939 to the end of the Cold War in 1989. Given this temporal framework, among the issues we will evaluate include artistic responses to the Holocaust, European varieties of Socialist Realism, art as propaganda, and the art of resistance and revolt. Some questions: How do artists and governments put art to the service of politics? Is one artistic style or medium more effective for communicating progressive or regressive political agendas? What are the forms of resistance available to artists under authoritarian regime? Why is art perceived as a threat to such regimes?

TEACHING METHOD: Discussion, readings - group analyses of texts, and slides.

EVALUATION: Class presentation (oral), participation, papers - 2 short (2-4 pp.), 1 long (6-8 pp.).

READING LIST: The course readings are primarily articles from a variety of art history texts.

ART THEORY AND PRACTICE

James Yood

Art A01-6, Sec. 20

CONTEMPORARY ART CRITICISM

Time: MW 2:30-4:00

Office Address: 244 Kresge

Phone: 491-7346

COURSE DESCRIPTION: This seminar will investigate the many issues that constitute contemporary art. Utilizing readings, visits to art galleries and museums, and class discussions, we will examine topics such as Modernism and Postmodernism, Censorship, Feminism, the role of the avantgarde, the museum, public sculpture, the art market, and many individual artists. Exhibitions in Evanston and Chicago will provide us an opportunity to apply the procedures of art criticism.

TEACHING METHOD: Directed classroom discussion of readings, issues, and written assignments.

EVALUATION: Performance on written assignments, classroom participation, attendance. There will be five written assignments, each with length between 1000 and 1500 words. These will generally be in the form of art reviews.

READING LIST: A specially bound volume (approximately 400 pages) of collected readings by authors such as Leo Steinberg, Linda Machlin, Laura Mulvey, Donald Kuspit, Milton Kramer, Lucy Lippard, Suzi Gublik, and many more will be the major source of our readings.

BIOLOGICAL SCIENCES

Teresa H. Horton

Biological Sciences A01-6, Sec. 20

THE SCIENTIFIC METHOD: EXAMPLES FROM RESEARCH ON ENDOCRINOLOGY AND REPRODUCTIVE BEHAVIOR

Time: TTH 9:00-10:30

Office Address: MLS 2117

Phone: 467-1686

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 (5 pages each) and a term paper (10 pages).

READING LIST: Frederick Aicken, *The Nature of Science*, Second Edition 1991. Heinemann Educational Books. Additional readings will be placed on reserve at the library.

Robert King

Biological Sciences A06-6, Sec. 20

GENETICS AND EVOLUTION

Time: MWF 2:00-3:00

Office Address: 5-130 Hogan

Phone: 491-3652

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.

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 provide a critical review of the first draft. The student will give an initial 5 minute oral progress report and a final 15 minute seminar on the essay subject.

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

READING LIST:

McMillan, *Writing Papers in Biological Sciences*

Strickberger, *Evolution*

COMPARATIVE LITERARY STUDIES

Olivia Holmes

Comparative Literary Studies A04-6, Sec. 20

MEDIEVAL LYRIC AND ROMANCE: LOVERS AND WANDERERS

Time: MW 12:30-2:00

Office Address: 105A Kresge

Phone: 1-8271

COURSE DESCRIPTION: In the Middle Ages, there were two major models for literary production: one was the song, which tended to be in the first person and to emphasize a static situation (usually unrequited love), and the other was the romance narrative, told in the third person, typically about an "errant knight" wandering in the forest and having various adventures. We will examine examples of these two kinds of literary production, and then explore how a number of late medieval writers experiment with the conventions of lyric and romance, bridging these two modes in interesting ways.

TEACHING METHOD: Lecture/discussion.

EVALUATION: Grades will be based on participation, a class presentation, and a series of 3 short papers of 2-3 pages, one of which will be revised and expanded into one longer paper of 5-7 pages.

READING LIST:

Xeroxed packet (mostly selections of poetry)

Dante Alighieri, Vita Nuova

Giovanni Boccaccio, Decameron (selections)

Guillaume de Lorris, The Romance of the Rose (Part I)

Juan Ruiz, The Book of Good Love

Chretien de Troyes, Lancelot; or, the Knight of the Cart

Yvain; or, the Knight with the Lion

ECONOMICS

Jonathan Powers

Economics A01-6, Sec. 20

GOVERNMENT INTERVENTION IN THE ECONOMY

Time: TTH 1:00-2:30

Office Address: 202 Andersen

Phone: 491-8233

COURSE DESCRIPTION: This course seeks to examine arguments for and against government intervention in the economy. We will begin by exploring this question from a theoretical perspective. Does government intervention destroy the efficiency of the free enterprise system and subvert political liberties, or does it preserve economic and political stability by mitigating inequalities and promoting prosperity?

We will then examine specific instances of government intervention or non-intervention and discuss the appropriateness of the government's action. Topics likely to be discussed include social security, funding of the arts and public broadcasting, education and school choice.

TEACHING METHOD: Discussion, including student presentations.

EVALUATION: Course grade will be based on the quality of written assignments and class participation. There will be four short (4 to 5 page) papers and a longer (10 page) research paper.

READING LIST:

Milton Friedman, Capitalism and Freedom
Arthur Okun, Efficiency and Equality
and selected other readings and papers.

ENGLISH

Catharine A. Regan

English A01-6, Sec. 20

DEATH IN THE MIDDLE AGES

Time: MWF 9:00-10:00

Office Address: 206 University Hall

Phone: 491-7475

COURSE DESCRIPTION: Death in the Middle Ages was a swift and irrevocable messenger. Death was not to be forestalled by antibiotics or delayed by respirators. There was no time or need for living wills or right-to-die documents. The Black Death raced across Europe destroying one-third of Europe's population and modifying forever traditional social and political systems. This seminar will examine attitudes toward and responses of Medieval writers, artists, and chroniclers to death. Topics to be studied include rites of death and burial, the dance of death, and psychological effects of the Black Death.

TEACHING METHOD: Discussion.

EVALUATION: Three 5-page papers and one final paper.

READING LIST: Readings include selections from Philippe Aries, *The Hour of our Death*, *Everyman* and examples of Medieval drama, selections from Chaucer's *Canterbury Tales* and Boccaccio's *Decameron*, and Ingmar Bergman's film, *The Seventh Seal*. Graphic representations include mosaics, frescoes, and sculpture.

Deanna Kreisel

English A01-6, Sec. 21

THE DETECTIVE NOVEL

Time: MWF 10:00-11:00

Office Address: 328 University

Phone: 491-4863

COURSE DESCRIPTION: Some of the most prominent novelists of the nineteenth century wrote "novels of detection": Charles Dickens and Edgar Allan Poe being perhaps the most famous examples. Why, then, are mystery novels not considered "great literature"? Why is it faintly embarrassing to admit we like them? Why do we read them furtively on the el? In this class, we will treat detective novels with utmost seriousness, analyzing their techniques and examining their history. In the course of tracing that history, we will also question where their respectability got lost and consider recent attempts (such as this course, for example) to reinstate detective novels in the literary canon.

TEACHING METHOD: Discussion.

EVALUATION: Three papers, 5-7 pages in length.

READING LIST: The authors we will read may include Edgar Allan Poe, Wilkie Collins, Arthur Conan Doyle, Raymond Chandler, Agatha Christie, Dorothy Sayers, P. D. James, and Sara Paretsky.

Josh Charlson

English A01-6, Sec. 22

VIOLENCE AND FORM IN AMERICAN FICTION

Time: MWF 11:00-12:00

Office Address: 420 University

Phone: 491-4991

COURSE DESCRIPTION: Violence has been a recurring fact of American history, from the first encounters of European settlers with the native population to the recent race riots in Los Angeles. Indeed, some scholars have argued that violence is a defining characteristic of the evolving American identity, however unpleasant that aspect may be. In this course, we will explore the representation of violence in a number of nineteenth and twentieth century American writers, with one of our primary concerns being this curious tension between the notion of violence as both a terrifying and energizing aspect of American life.

The course will emphasize both cultural and literary issues. We will attempt to consider the influence of particular cultural and historical situations on the attitudes exhibited by the individual authors. Over the course of the quarter, our readings will lead to discussions about the relation of violence to ethnicity, gender, and war in the formation of American identity. At the same time, we shall attempt to understand the way violence works in literary terms, as a force that shapes stylistic and narrative form in significant ways. What strategies are available to writers who wish to take on a subject as difficult and ungraspable as violence? What innovations in genre and language are produced by the

encounter with violence?

TEACHING METHOD: Discussion.

EVALUATION: Weekly 1-page responses to reading assignments; one short paper (4 pages); one longer paper (approximately 10 pages).

READING LIST: (there may be some changes on final list)

Stephen Crane, *The Red Badge of Courage* and "The Blue Hotel"

Ralph Ellison, *Invisible Man*

Nathaniel Hawthorne, selected stories

Ernest Hemingway, *In Our Time*

Herman Melville, *Benito Cereno*

Toni Morrison, *Beloved*

Flannery O'Connor, *A Good Man is Hard to Find*

Edgar Allan Poe, selected stories

We may also view a few modern films, such as *The Godfather* and *Reservoir Dogs*.

Christine Froula

English A01-6, Sec. 23

NARRATIVES OF MALE AND FEMALE INITIATION

Time: MW 2:00-3:30

Office Address: 308 University Hall

Phone: 491-3599

COURSE DESCRIPTION: In many societies, initiation rites mark the passage from childhood to adulthood with ceremonies that bestow different kinds of cultural knowledge on individuals of different sexes and induct them into different roles as adult members of society. In modern Western societies, initiation paradigms function in less ritualized and formal ways. Reading a selection of English and American nineteenth- and twentieth-century narratives of male and female initiation, we'll be exploring some ways in which these developmental narratives both illuminate cultural norms and put them in question by representing tensions and conflicts between the child's desire and the imperatives of his or her culture. We'll be thinking about how developmental patterns and initiatory functions shape the plots, characters, scenes and imagistic structures of these works and how these in turn raise larger questions about cultural paradigms of initiation and their susceptibility or resistance to social change.

TEACHING METHOD: Discussion.

EVALUATION: Class participation, reports, 1-2 page papers on each book, and either two short essays or one longer final essay (no more than 10 pages).

READING LIST:

*Charles Dickens, David Copperfield

George Eliot, The Mill on the Floss

James Joyce, A Portrait of the Artist as a Young Man

Virginia Woolf, To the Lighthouse

Richard Wright, Black Boy;

and one of the following: Toni Morrison, The Bluest Eye; Maya Angelou, I

Know Why the Caged Bird Sings; Maxine Hong Kingston, The Woman Warrior.

*It is recommended that the students read Copperfield before the first class meeting.

Sharon Achinstein

English A01-6, Sec. 24

"LITERATURE AND THE JEWISH HOLOCAUST"

Time: TTH 10:30-12:00

Office Address: 322 University Hall

Phone: 491-4718

COURSE DESCRIPTION: In this seminar, we will examine imaginative responses to the Jewish Holocaust, exploring literature that is as often unbelievable and dehumanizing as it is redemptive. Our particular focus will be on the work of memory, given that one watchword amongst holocaust survivors is "Never Forget." We will ask what it is that is not supposed to be forgotten, and explore the various forms memory takes: novels, poetry, documentaries, film, museums and architecture. We will be asking how writers and artists have found it possible to represent through memory the unthinkable, to put into human terms a subject that is hard to perceive and to remember in human terms. Students will write a series of short essays on readings, and will do some field work of exploring holocaust memorial practices here in Chicago. A final project will be to design a memorial object that responds critically to the issues and terms raised in class.

TEACHING METHOD: Discussion.

EVALUATION: Three essays (18 pages writing total) and reading journal.

READING LIST:

Kosinski, The Painted Bird

Spiegelman, Maus

Weil, Mendelssohn is on the Roof

Elie Wiesel, Night

poetry by Celan, Rich. There will also be films: Sophie's Choice,

Shoah; and L. Langer, ed., Art from the Ashes.

Barbara Baumgartner

English A01-6, Sec. 25

SCRIBBLING WOMEN-NINETEENTH-CENTURY AMERICAN WOMEN AUTHORS

Time: MW 11:00-12:30

Office Address: 420 University Hall

Phone: 491-4991

COURSE DESCRIPTION: Nineteenth century women authors were so prolific, so successful and so threatening that Nathaniel Hawthorne referred to them as "that damn'd mob of scribbling women." Despite the popular and critical acclaim of their time, most of these authors fell into obscurity and their works went out of print until recent feminist literary critics revived interest in them. We will center our discussion of these works around several questions: Why were these books so popular and appealing in their time? What kind of "cultural work" were the novels doing? Why did these authors and their books fall out of favor? Are there recurring themes/issues that distinguish "women's fiction"?

TEACHING METHOD: Discussion.

EVALUATION: Weekly 1 page response papers, two 3-5 page papers, and one final paper (8 pgs.)

READING LIST: Catherine Maria Sedgwick, *Hope Leslie* (1827); Harriet Beecher Stowe, *Uncle Tom's Cabin* (1852); E.D.E.N. Southworth, *The Hidden Hand* (1859); Louisa May Alcott, *Little Women* (1868); Sarah Orne Jewett, *Country of the Pointed Firs* (1896).

Timothy Rosendale

English A03-6, Sec. 20

SHAKESPEARE, POWER, HISTORY

Time: TTH 1:00-2:30

Office Address: 421 University Hall

Phone: 491-5138

COURSE DESCRIPTION: Was Shakespeare a radical? Traditional criticism has tended to either ignore the political dimensions of Shakespeare's plays or read them as documents of political conservatism. In recent years, however, critics have begun to highlight the same texts' potential for subversion and radicalism. What can we learn by untangling for ourselves the Shakespearean discourses on power? This course will examine a number of Shakespeare's plays (primarily histories and tragedies), as well as one or two by his contemporaries, with special attention to their power relations, their senses of social and political [dis]order, and their perceived relationship to history, within the context of contemporary history, and political theory as well as modern criticism. Our approaches, and the questions we explore, will revolve around some of the key questions of literary interpretation and the cultural function of literature: What do literature, ideology, and history have to

do with each other? How can, and must, our readings of these plays take these relations into account?

TEACHING METHOD: Discussion.

EVALUATION: A series of short (3-page) papers and one longer (8-10 pages) final paper.

READING LIST: Approximately eight plays, including Richard II, Henry V, Julius Caesar, Antony and Cleopatra, Macbeth, and Marlowe's Edward II; one or two film versions; a small course reader of criticism and other materials.

Christopher D. Carr

English A04-6, Sec. 20

THE MODERNIST AVANT-GARDE

Time: MWF 1:00-2:00

Office Address: 420 University Hall

Phone: (H) 708/858-6922

COURSE DESCRIPTION: The decade of the twenties witnessed an explosion in literary experimentation--which we now commonly, and enigmatically, refer to as Modernism--whose effects still reverberate in contemporary culture. This course will examine some of the period's most prominent examples of innovation in literary form. We shall question what is particularly "modern" about the works of this period and trace historical forces which made possible (even demanded) the experiments of literary Modernism. We shall consider the idea of an avant garde and the Modernists' conception of the artist's relation to society.

TEACHING METHOD: Discussion.

EVALUATION: 4 essays (20 pages total), short class presentations, weekly quizzes.

READING LIST:

T. S. Eliot, *The Waste Land*

William Faulkner, *The Sound and the Fury*

D. H. Lawrence, *Sons and Lovers*

Wyndham Lewis, *The Revenge for Love*

Ezra Pound, *Hugh Selwyn Mauberley*; *Three Cantos*

Jean Toomer, *Cane*

William Carlos Williams, *Spring and All*

Virginia Woolf, *To the Lighthouse*

GEOLOGICAL SCIENCES

Finley Bishop

Geological Sciences A02-6, Sec. 20

GEOLOGIC HAZARDS

Time: TTH 1:00-2:30

Office Address: 205A Locy Hall

Phone: 491-7383

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.

TEACHING METHOD: Lecture/discussion.

EVALUATION: Four papers - #1 (2 pages); #2 (3 pages); #3 (5-6 pages); #4 (8-9 pages).

READING LIST: Geohazards: Natural and Human

GERMAN

Rainer Rumold

German A04-6, Sec. 20

MARX, NIETZSCHE, FREUD: THE MORAL AND THE ARTISTIC IMAGINATION

Time: TTH 10:30-12:00

Office Address: 108 Kresge

Phone: 491-8294

COURSE DESCRIPTION: The aim of the course is to introduce the student to the central premises of three of the most influential thinkers in modernity. We will examine in some detail several works in which the problems of morals and art are considered and then assess the implications for the function of the artistic imagination in our culture. While students with a specific interest in the humanities are welcome, the seminar is designed as a basic introduction to a subject of general importance.

TEACHING METHOD: Discussions.

EVALUATION: 3-4 short papers (4-5 typewritten pages each).

READING LIST: Freud, Interpretation of Dreams; Civilization and Its Discontents Marx, German Ideology Nietzsche, The Birth of Tragedy

HISPANIC STUDIES

Penny Nichols Fahey

Hispanic Studies A05-6, Sec. 20

THE DON JUAN MYTH THROUGH THE CENTURIES

Time: MW 2:00-3:30

Office Address: 137 Kresge

Phone: 491-8276

COURSE DESCRIPTION: Did you ever wonder where and how the myth of Don Juan originated? Did you know that the dramatist who created this legendary figure was a 17th-century Spanish monk? This course will explore the origins and metamorphoses of the Don Juan myth from various perspectives as well as study its psychological, theological, sociological and literary significance. We will examine the evolution of this myth figure through the centuries by comparing its interpretation in various art forms (drama, poetry, opera, film) up through present day. In addition to books listed, we will see a number of related film interpretations, including the recent film Don Juan de Marco and, if arrangements can be secured, we will see a performance of Don Giovanni at the Chicago Lyric Opera in early January.

TEACHING METHOD: Class discussion.

EVALUATION: Class participation, two short (3-5 page) papers, one long (12-15 page) paper, and oral presentation.

READING LIST:

DaPonte, Don Giovanni

Moliere, Don Juan, or The Libertine

Tirso de Molina, The Playboy of Seville

Shaw, Man and Superman

Zorilla, Don Juan Tenorio

HISTORY

David Joravsky

History A01-6, Sec. 20

HISTORY AND LITERATURE

Time: TTH 3:30-5:00
Office Address: 303 Harris
Phone: 491-7418

COURSE DESCRIPTION: We will read three plays and a short story that reconstruct historic events: an American captain's rescue of a Spanish captain from a ship of rebellious African slaves (off the coast of Chile in 1805); Galileo's clash with the Church over the rival claims of science and religion (1615-33); the condemnation of Joan of Arc for heresy (1431). Note that all three cases involve challenges to established authority.

In each case we will also read works of historical scholarship dealing with the same events, and we will sample the source material--such as the trial records of Joan and Galileo, and the American captain's account of his aid to the Spanish slaver. We will try to find the similarities and the differences between the two methods of reconstructing the past: fictive literature and historical scholarship. We will also confront the problem of the moral standards we bring to bear in judgments of the past.

TEACHING METHOD: Discussion.

EVALUATION: Three papers (eight to ten pages each).

TENTATIVE READING LIST:

Amasa Delano, A Narrative of Voyages and Travels. Chapter XVII
Huizinga, "Bernard Shaw's Saint"
Robert Lowell, "Benito Cereno"
Herman Melville, "Benito Cereno"

A selection of scholarly articles on the preceding.

Bertold Brecht, Galileo

The Galileo Affair: A Documentary History

Langford, Galileo, Science, and the Church

Other scholarly discussion of the case.

G.B. Shaw, St. Joan

Marina Warner, Joan of Arc: The Image of Female Heroism (selections)

Selections from the record of Joan's trial

Tessie P. Liu

History A01-6, Sec. 21

THE WILD CHILD: WHY HUMANS DIFFER FROM ANIMALS

Time: T 2:30-4:30

Office Address: 320 Harris

Phone: 491-3150

COURSE DESCRIPTION: Through the autumn and winter of 1799 in central France, a naked boy was seen swimming and drinking in streams, climbing trees, running at great speed on all fours, digging for roots and bulbs in the field. He was captured in January 1800 by local farmers and brought to Paris. This "wild boy" from Aveyron became an overnight sensation, the object of curiosity and endless philosophical speculations about the nature of instinct and intelligence and the differences between humans and animals. The young doctor, Jean-Marc Itard, who undertook the task of socializing and educating the wild child, carefully recorded the boy's progress. Itard's work ultimately led to transformation of the treatment of mental retardation and to a revolution in childhood education that is reflected in every preschool program in our time. This course introduces students to philosophical and attitudinal changes regarding nature, childhood, and family life that enabled society to view the "wild boy" not as a freak or savage, but as a person inherently capable of civility, sensibility, and intelligence.

TEACHING METHOD: Discussion.

EVALUATION: Four short papers (2-3 pages each), one final paper (5-7 pages), oral presentation and class participation.

TENTATIVE READING LIST:

Philippe Aries, Centuries of Childhood
Donna Haraway, Primate Visions
Harlan Lane, The Wild Boy of Aveyron
Maria Montessori, The Montessori Method
Roy Porter, What is Enlightenment?
Jean-Jacques
Rousseau, Emile and Discourses

Two films and two field trips

Heather McHold

History A01-6, Sec. 22

FEARFUL IMAGININGS: THE LONDON LANDSCAPE AND VICTORIAN FEARS OF DISORDER, 1840-1914

Time: TTH 9:00-10:30

Office Address: 619 Emerson (1-B)

Phone: 491-7524

COURSE DESCRIPTION: This seminar will focus on the conditions of life in nineteenth-century London and how within the urban setting poverty, crime, scientific discoveries, and women's behavior outside the home challenged Victorian notions of a "proper social order". What was it like to be working-class in nineteenth-century England? How did Victorians wish their society to be organized and what did they see as threats to this ideal? We will address these questions by

discussing contemporary texts as well as histories of life in Victorian England. We will also focus on the historical question of how social and cultural factors influenced both Victorian descriptions of London life and how Londoners understood their lives. In addition to teaching methods of historical analysis, this course is designed to develop writing skills. As a result, the class will also discuss and edit student essays.

TEACHING METHOD: Discussion.

EVALUATION: Grades will be calculated according to quality of essays and class participation. Five essays: one 1 page, two 2 page, and two 5 page essays, which will be weighted according to length.

READING LIST:

Friedrich Engels, The Condition of the Working Class in England Parliamentary Papers and Reports relating to 1832 Poor Law

Angus McLaren, A Prescription for Murder

R.L. Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde

Judith Walkowitz, City of Dreadful Delight Harries et al. Writing Papers other selected articles.

Heather McHold

History A01-6, Sec. 23

VICTORIAN BODIES, VICTORIAN VALUES: THE BODY AS EXPOSED SUBJECT IN MEDICAL AND POPULAR CULTURE

Time: TTH 10:30-12:00

Office Address: 619 Emerson (1-B)

Phone: 491-7524

COURSE DESCRIPTION: This seminar will focus on medical and popular debate relating to the subject of the body in Victorian culture. The major question of this course shall be, "does the way people talk about the body illuminate a group's broader cultural concerns?" By studying how the body was discussed and displayed by doctors and lay people alike, the class will be able to examine such issues as popular resistance to the medical community's rising professional authority, attitudes toward female sexuality, and links between science and Britons' imperial fantasies. In addition to teaching methods of historical analysis by studying primary and secondary sources, this course is designed to develop writing skills. As a result, the class will also discuss and edit student essays.

TEACHING METHOD: Discussion.

EVALUATION: Grades will be calculated according to quality of essays and class participation. Five essays: one 1 page, two 2 page, and two 5 page essays, which will be weighted according to length.

READING LIST:

Selections from:

Richard D. Altick, Shows of London

Tracy C. Davis, Actresses as Working Women

Richard D. French, Anti-Vivisection and Medical Science in Victorian Society Harries et al. Writing Papers

Ludmilla Jordanova, Sexual Visions

Alex Owen, The Darkened Room

Greg Barton

History A01-6, Sec. 24

COLONIALISM AND THE INVENTION OF ECOLOGY

Time: TTH 10:30-12:00

Office Address: 619 Emerson (2-C)

Phone: 491-7524

COURSE DESCRIPTION: This seminar is concerned with the birth of ecological ideas under British colonial rule. First the class will examine the impact that the discovery of the new world had on the imagination of the British reading public. Secondly, we will examine the dialectic between ideas about wilderness the settlers brought with them from Britain and ideas about wilderness that arose from settlers who encountered and experienced wilderness in the new world. Thirdly, the course will examine the ideas about wilderness that settlers developed in specific British colonial territories. Finally, the class will focus on the development of forestry policies and the evolution of these policies into a contemporary understanding of the environment.

PREREQUISITES: ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING METHOD: Seminar/discussion.

EVALUATION: Three five page papers examining a region of British Colonial rule (Africa, India, Australia/New Zealand, Canada, the United States) and the subsequent development of wilderness policies will be submitted by each student. Class participation.

READING LIST:

Jonathan Bate, Romantic Ecology: Wordsworth and the Environmental Tradition

William Cronon, Changes in the Land

Alfred W. Crosby, Ecological Imperialism: The Biological Expansion of Europe

David Evans, A History of Nature Conservation

T.W. Heyck, The Peoples of the British Isles: A New History from 1688-1870

J.M. Mackenzie, The Empire of Nature: Conservation and British Imperialism

Max Oelschlaeger, The Idea of Wilderness: From pre-history to Age of Ecology

Course Packet

Meredith Rusoff

History A01-6, Sec. 25

GREAT EXPECTATIONS OR HARD TIMES? RESPONSES TO THE BRITISH INDUSTRIAL REVOLUTION

Time: TTH 10:30-12:00

Office Address: 619 Emerson (1-B)

Phone: 491-7524

COURSE DESCRIPTION: Great Britain was the first nation to industrialize, and hence the British were the first to have to cope with the enormous changes that industrialization wrought. During this course, we will not only explore what the industrial revolution was, but we will also see how people in Britain chose to deal with it. The reactions to the industrial revolution were as varied as possible, not only while it was happening, but even today. Writings on the industrial revolution range from glowingly optimistic to bitterly pessimistic, with arguments based on religious, moral, economic, or even environmental grounds. Throughout the quarter we will read and evaluate many of these responses, and try to discern how people's biases affect the way they look at their world and at history. We will be reading both primary (contemporary) sources and more recent writings about the industrial revolution in an attempt to better understand how this great event changed Britain forever. Each student in the class will have the opportunity to develop his or her own interpretation of the industrial revolution.

TEACHING METHOD: This will be a discussion seminar. Students will also take turns presenting material to the class.

EVALUATION: Students will be graded on their writing, their presentation, and on their participation in the class discussion. Writing assignments will include very short (1/2 - 1 page) response papers based on the weekly readings, three short papers (3 pages) and one longer final paper (8-10 pages).

TENTATIVE READING LIST:

T.S. Ashton, *The Industrial Revolution*

Thomas Carlyle, *Signs of the Times*

G.K. Chesterton, *Outline of Sanity*

Charles Dickens, *Hard Times*

William Morris, *News from Nowhere*

John Ruskin, *Unto this Last*

E.F. Schumacher, *Small is Beautiful*

R.H. Tawney, *The Acquisitive Society*

Martin Wiener, *English Culture and the Decline of the Industrial Spirit*

Seth Cotlar

History A02-6, Sec. 20

THE PROMISE AND PERIL OF REVOLUTION: VOICES OF CHANGE AND FORCES OF REACTION IN THE LATE 18th CENTURY ATLANTIC WORLD

Time: TTH 10:30-12:00

Office Address: 619 Emerson (2-A)

Phone: 491-7524

COURSE DESCRIPTION: Late 18th Century American society was shot through with various forms of inequality. Millions of black men and women were enslaved, white women were legally and economically subordinate to men, and the gap between the rich and the poor was steadily widening. These inequalities had existed for centuries without much comment. In the last 25 years of the 18th century, however, many people began to raise their voices (and, in some cases, take up arms) to protest these inequalities. The language of rights and equality which these people used to articulate their utopian visions is still with us, but it did not reach center stage without a struggle. This period also witnessed a violent reaction against the forces of revolution--a reaction which is also still evident in contemporary politics. This course will examine the various ways in which the rich, poor, black, white, male and female inhabitants of the Atlantic world responded to the promises and perils of a revolutionary age.

TEACHING METHOD: This course will meet twice a week in order to discuss the reading. Students will be expected to participate actively in the discussions.

EVALUATION: 75% of the students' grades will base upon three, five-page essays. On the weeks when these papers are not due, the students will turn in one-page reviews of the weeks' major readings. These will be worth 10% of the grade. The other 15% of the grade will base upon class participation.

TENTATIVE READING LIST:

Joyce Appleby, Capitalism and a New Social Order: The Republican Vision of the 1770s

Edmund Burke, Reflections on the Revolution in France

Sylvia Frey, Water from the Rock: Black Resistance in a Revolutionary Age

Linda Kerber, Women of the Republic: Intellect and Ideology in Revolutionary America

John C. Miller, The Federalist Era, 1789-1800

Thomas Paine The Rights of Man

Alan Taylor, Liberty Men and Great Proprietors: The Revolutionary Settlement on the Main Frontier, 1760-1820

The Key of Liberty: The Life and Democratic Writings of William Manning, "A Laborer," 1747-1814

Mary Wollstonecraft, A Vindication of the Rights of Woman

History A02-6, Sec. 22

THE INDIVIDUAL IN MODERN AMERICA

Time: WF 2:00-3:00

Office Address: 302 Harris

Phone: 491-7557

COURSE DESCRIPTION: This course examines a number of well-known American writings for the accounts they provide of the individual in modern society. Our task is to read these texts not as books off the shelf but as historical evidence: what pictures of the individual appeared at what particular times and how did those pictures change over time.

TEACHING METHOD: Discussions.

EVALUATION: Discussions, three essays.

TENTATIVE READING LIST:

Dale Carnegie, How To Win Friends and Influence People

Ernest Hemingway, A Farewell to Arms

Arthur Miller, Death of a Salesman

Richard Wright, Black Boy

And other comparable assignments

Lynn Schibeci

History A02-6, Sec. 23

HISTORY ON FILM: CRITICAL ISSUES IN 20TH-CENTURY BRITAIN

Time: TTH 12:30-2:30

Office Address: 619 Emerson (2-D)

Phone: 491-7524

COURSE DESCRIPTION: This course aims to introduce the student to some of the different ways that events and issues in history have been reproduced. Primarily, we will study the representation of British history in feature films, as well as studying various forms of sources, from letters and photographs to textbooks. We will analyse some films and written histories that deal with major social and political issues throughout the 20th century. In doing so, we will consider how to critique films dealing with historical issues as thoroughly as we critique written histories. The films and written accounts deal with socio-political events such as the world wars and women's suffrage, and issues relating to class, sexuality, race, empire, consumerism and popular protest. We will assess problems such as historical accuracy, stereotyping, and the role of the film in understanding history. Students should be strongly committed to improving their writing skills.

PREREQUISITES: Attendance at First Class Mandatory

TEACHING METHOD: Seminar and film viewing. Students will be expected to attend viewing sessions each Thursday in the Library's Media Center

EVALUATION: Five discussion papers (3 pages each); a 10-minute oral presentation; class participation.

READING LIST:

Paul Fussell, Wartime

Robert Graves, Goodbye to All That

T.W. Heyck, The Peoples of the British Isles v.3

Course Packet of primary sources, excerpts and articles

Films:

Hearts of the World, A Room of One's Own, WW2 propaganda films, Distant Voices, Still Lives, Shakespeare Wallah, Look Back in Anger, In the Name of the Father, My Beautiful Laundrette, High Hopes

Shuping Wan

History A02-6, Sec. 24

HER STORY & HISTORY: ASIAN-AMERICAN WOMEN

Time: MW 2:00-3:30

Office Address: 107 Harris

Phone: 491-3418

COURSE DESCRIPTION: This course is concerned to understand crucial issues in the history of Asian-Americans. Emphasis will be given to the four largest groups of Asian-American women in the US: Chinese, Japanese, Filipinas, and Koreans. While the "Asian American" has become a general category used to represent various Asian communities in the US, this seminar has been designed to frame the diverse experiences of Asian-American women within a broader context than national. Topics for discussion include the American construction of "oriental women", labor immigration under capitalism, exile from colonialism, resistance and political activism, and cultural identity.

PREREQUISITES: ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING METHOD: Discussion and video/film screenings.

EVALUATION: This will be on the basis of a five-page book report (25%), a five-page report of an oral history (25%), a short essay of 6-8 pages (30%), and class participation (20%). The book report will be on Bone, a novel by Fae Myenne Ng. The report of an oral history will be on the basis of an interview with an Asian-American woman, preferably someone outside the Northwestern community. The essay topic will be determined in consultation with the instructor.

REQUIRED TEXTS:

Sucheng Chan, Asian American: An Interpretive History

Yen Le Espiritu, Filipino American Lives

Akemi Kikumura, Through Harsh Winters: The Life of a Japanese Immigrant Woman

Ronyoung Kim, Clay Walls

Peter Kwong, The New Chinatown

Fae Myenne Ng, Bone

Roger Kittleson

History A03-6, Sec. 20

CULTURE AND POWER IN MODERN MEXICO

Time: TTH 10:30-12:00

Office Address: 208 Harris

Phone: 467-4037

COURSE DESCRIPTION: This course will explore what a wide variety of sources (novels, films, travel chronicles, anthropological analyses) have to say about modern Mexican society. In our "readings" of these texts, we will examine their definitions of the characteristics and problems of the Mexican people--and the political significance of those definitions. The focus, that is, will be not only on what the writers and directors say about Mexico, but how they say it, and why. The ultimate aim in doing this is to understand the relations between culture and social and political power in Mexico, from the period before the Revolution of 1910 to the current crisis.

TEACHING METHOD: Discussion.

EVALUATION: Students will write three short (3-4 page) papers and one longer (5-8 page) final paper.

TENTATIVE READING LIST:

Mariano Azuela, The Underdogs

Roger Bartra, The Cage of Melancholy

Elena Garro, Memories of Things to Come

Oscar Lewis, Children of Sanchez

John Reed, Insurgent Mexico

Films to include Luis Bunuel, Los Olvidados

John Rowe

History A03-6, Sec. 21

THE CIA IN THE THIRD WORLD, 1947-1994

Time: TH 2:30-4:30
Office Address: Harris 102A
Phone: 491-7278

COURSE DESCRIPTION: The Iran-Contra scandal focussed critical attention on the role of the Central Intelligence Agency in US foreign policy. Meanwhile in Britain the published memoirs of Peter Wright in Spycatcher demonstrate that the CIA is not alone in having embarrassing secrets revealed by disgruntled former agents. In this seminar we will review the history of the CIA from its origins in the wartime OSS, and try to chart its uneasy relationship as a necessarily clandestine agency responsible to elected presidents and to congress. We will try to reach a balanced assessment by reading memoirs of former CIA members who were both defensive of and hostile to the agency. The essential task for the seminar is to make reasoned scholarly judgements based on a weighing of conflicting and at times incomplete sources of information.

This seminar is limited to sixteen participants. Meetings will be held normally on Thursday, 2:30-4:30 p.m. in the ISRC lounge (1835 Hinman).

NOTE: This Freshman Seminar is being offered through the Residential College System; it will be held at ISRC and a MINIMUM of 8 places will be reserved for ISRC Freshman advanced registration.

PREREQUISITES: None. P/N NOT allowed.

TEACHING METHOD: Discussion.

EVALUATION: Seminar members will be expected to produce five short analytical papers (one every other week) during the term. The papers, averaging 5-7 pp. each, must be handed in at the conclusion of the seminar session for which they are scheduled. Students will be evaluated on the basis of the papers and active participation in seminar discussion.

TENTATIVE READING LIST:

Jeffrey-Jones, The CIA and American Democracy
John Stockwell, In Search of Enemies: A CIA Story
Gregory Treverton, Covert Action: Limits of Intervention in the Post-War
World Peter Wyden, Bay of Pigs: The Untold Story
Bob Woodward, Veil: Secret Wars of the CIA 1981-1987

LINGUISTICS

Janet Pierrehumbert
Linguistics A01-6, Sec. 20

LIVES OF SCIENTISTS

Time: TTh 1:00-2:30

Office Address: 2016 Sheridan

Phone: 491-5779

COURSE DESCRIPTION: This course will examine what science is and how it is conducted, by examining the professional development and accomplishments of scientists in various fields. The main project for the course will be to write biographies of scientists on the Northwestern faculty, using information gathered in interviews and library research. In preparation for this project, students will read and discuss intellectual biographies of a number of scientists. The professor for the course is a scientist who does experimental and computational studies of the sound patterns of language.

TEACHING METHOD: Reading and discussion.

EVALUATION: Three (8-10 pages) papers, one interview outline, class participation.

READING LIST: To be announced.

PHILOSOPHY

Jonah Murdock

Philosophy A09-6, Sec. 20

LIBERTY AND COMMUNITY

Time: MW 11:00-12:30

Office Address: 1818 Hinman

Phone: 491-3656

COURSE DESCRIPTION: This course examines the relationship between individuals and the societies they live in. We will read texts by Rousseau, Kant, and Mill and examine their philosophical arguments on how to balance the value of individual freedom with the value of societal cohesiveness. Then we will read texts by Marx, Freud, and Foucault which criticize the notion that society can organize either in the name of liberty or for the benefit of the community as a whole.

TEACHING METHOD: Discussion.

EVALUATION: 25% class participation and 75% paper grades. There will be one 2 page paper, one 4 page paper, and one 7 page paper.

READING LIST:

Freud, Civilization and Its Discontents

Kant, "What is Enlightenment"

Mill, On Liberty
Rousseau, Social Contract
and selected essays by Marx and Foucault

Ira Singer

Philosophy A09-6, Sec. 21

CHARACTER AND THE GOOD LIFE

Time: TTH 10:30-12:00

Office address: 1818 Hinman

Phone: 491-3656

COURSE DESCRIPTION: By making his famous claim that "the unexamined life is not worth living," Socrates set a challenge that many subsequent philosophers were eager to take up. What sort of life is genuinely "good," that is admirable and worthwhile? This opening question quickly raises other questions, ranging from the abstract (what is the distinctive human place in the scheme of things?) to concrete (how should people be educated, what kinds of communities should they live in, what should they believe, in order to live good lives?). We will examine four philosophical classics that come to grips with these issues. Roughly speaking, Plato and St. Augustine argue that we must live in accord with external order if we are to live well: in Plato's case, the order is rational and impersonal, while in Augustine's case, the order is constituted by a personal and living God. Mill and Nietzsche, in very different ways, attack the notion of learning to fit an external order. they propose instead that, in order to live well, a person must turn inside and work out a scheme of values. But these are only rough initial descriptions; our aim in the seminar will be to work through the details of these different visions of the good life and good character.

TEACHING METHOD: Discussion.

EVALUATION: Class participation and papers - One 2-3 page expository paper; three 6-page papers.

READING LIST: Plato, Augustine, Mill, Nietzsche

Will Dudley

Philosophy A09-6, Sec. 22

THEORIES OF JUSTICE AND PUNISHMENT

Time: TTH 1:00-2:30

Office Address: 1818 Hinman

Phone: 491-3656

COURSE DESCRIPTION: What is justice? The question is as old as philosophy, and as current and

pressing as the O.J. trial. Most of this class will be devoted to an investigation of three of the central understandings of justice in the philosophical tradition. First, we will consider Platonic justice, a special kind of virtue or excellence that individuals and communities strive to achieve. Second, we will take up procedural justice, or justice understood as a set of legal and political institutions that treat all people equally. Third, we will examine social justice, the idea that equal legal and political treatment may still result in unjust conditions for some members of society. With these three theories of justice as background, the class will conclude with a look at criminal justice. When is it just to punish someone? What kind of punishment can justly be used to achieve these goals? In asking these questions, we will pay special attention to the death penalty. We will ask whether the death penalty is just in theory, and whether or not it can be justly applied in practice.

TEACHING METHOD: Discussion.

METHOD OF EVALUATION: Class participation and papers, 5 to 7 pages in length.

READING LIST: Plato, Rawls, Marx, course packet

Adrian Slobin

Philosophy A09-6, Section 23

REASON AND ITS DISCONTENTS

Time: TTH 10:30-12:00

Address: 1818 Hinman

Phone: 491-3656

COURSE DESCRIPTION: What is the difference between thinking reasonably or rationally, and merely thinking? How are we to articulate and evaluate this difference? In this seminar, we will examine the nature of reason as portrayed by thinkers ancient and modern. En route, we will also look at philosophers who question the value, or even existence, of reason. Particular attention will be paid to the historical context in which these debates occurred.

TEACHING METHOD: Discussion.

EVALUATION: Class participation and papers: Paper #1: 3-5 pages, Paper #2: 3-5 pages, Paper#3: 8-10 pages.

READING LIST: Selections from Plato, Montaigne, Descartes, Kant, and Nietzsche.

PHYSICS AND ASTRONOMY

Kamal Seth

Physics A10-6, Sec. 20

TIME, SPACE, AND MATTER: FROM PHILOSOPHY TO PHYSICS

Time: MWF 2:00-3:00

Office Address: 1307 Tech

Phone: 491-4050

COURSE DESCRIPTION: Since the dawn of civilization man has wondered, what is matter? What is space? What is time? Some of the greatest minds in human history, ranging from Aristotle to Einstein and Hawking, have pondered over these questions. We will explore the development of these concepts through history to modern times. Students will be encouraged to articulate their own ideas through classroom discussion and written papers.

TEACHING METHOD: Discussion.

EVALUATION: Four papers (about 7-10 pages each) and class participation.

READING LIST: To be announced.

POLITICAL SCIENCE**Paul Friesema**

Political Science A01-6, Sec. 20

BEARS, BISON AND BATTLEFIELDS: THE POLITICS OF PROTECTING AND INTERPRETING NATIONAL PARKS AND OTHER NATIONAL TREASURES

Time: TTH 10:30-12:00

Office Address: 304 Scott Hall

Phone: 491-2645

COURSE DESCRIPTION: This seminar will provide the setting for considering the increasingly contentious and difficult issues about protecting and interpreting our national treasures, both natural and cultural. It will focus upon one of our premier federal government agencies, the National Park Service, currently under siege. The seminar will consider how an agency of limited means responds to dramatic changes in its responsibilities, with fewer resources.

TEACHING METHOD: Seminar/discussion.

EVALUATION: There will be 3 separate short (5 pages) papers. The first paper will be an examination of issues and problems at one particular national park unit, based upon evaluation of a park planning and interpretive documents.

The second assignment will require an assessment of one particular aspect of interpreting and managing an interrelated set of sites: the "Custer Battlefield National Monument" (recently renamed "Little Bighorn Battlefield", in response to Indian demands), and the site of the Battle (or Massacre) at Wounded Knee.

The third paper, drawn from the readings and earlier papers, will discuss a systematic issue of managing and interpreting our treasures and our past.

READING LIST:

Alston Chase, Playing God in Yellowstone

John Muer, The Yosemite

Hal Rothman, Preserving Different Pasts: The American National Monuments

Another book to be named later.

PSYCHOLOGY

Joan Linsenmeier

Psychology A01-6, Sec. 20

THE POWER OF POSITIVE THINKING

Time: TTH 10:30-12:00

Office Address: 311 Swift

Phone: 491-7834

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? How does encountering a traumatic experience affect your expectations for the future?

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 contain seem consistent with current research findings.

TEACHING METHOD: The majority of class time will be spent discussing assigned readings. Small groups of students will be responsible for leading some discussions.

EVALUATION: Grades will be based on performance on course papers and on contributions to class discussions. The papers consist of the following: one 1-2 page paper, two 4-5 page papers, and one 8-9 page paper. Students will have an opportunity to rewrite some papers in response to professor or peer feedback.

READING LIST:

Ronnie Janoff-Bulman, Shattered Assumptions

Martin Seligman, Learned Optimism

and additional readings selected from books, professional journals, and the popular press.

James Michael Lampinen

Psychology A01-6, Sec. 21

CHILDREN IN THE COURTROOM: PSYCHOLOGICAL AND LEGAL ISSUES

Time: TTH 10:30-12:00

Office Address: 210 Cresap Hall

Phone: 467-2487

COURSE DESCRIPTION: Traditionally there has been a hesitancy on the part of the legal system to include young children as witnesses in legal proceedings. In the past decade these traditional barriers to children's testimony in court have largely been eradicated prompted by a growing realization of the problem of child abuse and neglect. This increase in children's eyewitness testimony has prompted a number of concerns which psychologists are uniquely qualified to answer. Can children accurately process, retain and report events which they witness? Can young children distinguish between fact and fantasy? Are children especially likely to be influenced by suggestive or leading questions and, if so, why? Should special questioning procedures, such as the use of anatomically correct dolls, be used to obtain testimony from children? What are the long term and short term emotional impacts of testifying on children? How do jurors evaluate the testimony of children in court? Through readings and discussion we will be addressing these issues as we try to answer the question of just what role children should have in the courtroom.

TEACHING METHOD: Discussion and debate of issues.

EVALUATION: In-class discussions (25%) and writing assignments (35% based on the short response papers and 40% based on the final paper). Approximately 20 pages of writing during the quarter. Most of the writing assignments will be short response papers to the topic currently under discussion. In addition, there will be a final paper of about 20 pages in length in which the student will be expected to draw conclusions about the role of children in the legal system based on the class as a whole.

READING LIST: Representative readings from the field. TBA.

RELIGION

Richard Kieckhefer

Religion A01-6, Sec. 20

FICTIONAL LIVES OF CHRIST

Time: MWF 2:00-3:00

Office Address: 1940 Sheridan

Phone: 491-2614

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.

NOTE: This Freshman Seminar is being offered through the Residential College System; it will be held at Chapin Hall.

TEACHING METHOD: Discussion.

EVALUATION: Grades will be based on class participation and on a series of papers (3 papers of five to six pages each).

READING LIST:

Fyodor Dostoevsky, *The Grand Inquisitor*

Michel de Ghelderode, "The Women at the Tomb," from *Seven Plays* Kahlil Gibran, *Jesus the Son of Man: His Words and His Deeds as Told and Recorded by Those Who Knew Him*

Nikos Kazantzakis, *The Last Temptation of Christ*

Par Lagerkvist, *Barabbas*

Mieczyslaw Malinski, "Mary Magdalene," in *Witnesses to Jesus: The Stories of Five Who Knew Him*

Marguerite Yourcenar, "Mary Magdalene, or salvation," in *Marguerite Yourcenar, Fires*

SLAVIC

Irwin Weil

Slavic A05-6, Sec. 20

TOLSTOI AND THE BIBLE

Time: MWF 10:00-11:00

Office Address: 147B Kresge

Phone: 491-5636

COURSE DESCRIPTION: In works by L.N. Tolstoi, 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: Five written exercises, initially short, then increasing slightly in length; a paper every two weeks.

READING LIST:

L.N. Tolstoi, War and Peace

From the Bible: "Genesis," "Samuel," "Matthew"

SOCIOLOGY

Jorge Rodriguez

Sociology A01-6 sec. 20

CLASS, NATIONALISM AND CIVIL WAR: THE FORCES OF TRADITION AND MODERNIZATION IN CONTEMPORARY SPAIN

Time: TTH 2:30-4:00

Office Address: 1808 Chicago Avenue, Room 202

Phone: 491-5688

COURSE DESCRIPTION: Although we will spend some time reviewing the history of XIX and XX centuries Spain, this course is mainly intended to present and discuss major sociological theories of social class, national identity, and urban/rural differences. The course will also explore the way in which these factors of social cohesion/division can shape, and are shaped by, the forces of Tradition and Modernization. In so doing, we will advance towards an understanding of the modern history of Europe, and of the difficulties that Europeans face in the construction of a common political enemy.

TEACHING METHOD: Discussion and class participation.

EVALUATION: 80% of final grade based on four short essays of 4-5 pages each, and 20% based on class participation, papers will be graded both according to their content and their writing.

READING LIST:

Gerald Brenan, The Spanish Labyrinth

Robert Hughes, Barcelona

Richard Maddox, El Castillo: The Politics of Tradition in an Andalusian Town

George Orwell, Homage to Catalonia

W. Foote Whyte, Making Mondragon: The Growth and Dynamics of the Worker Cooperative Complex

Angela Irvine

Sociology A01-6, Sec. 21

URBAN EDUCATION AND THE "UNDERCLASS"

Time: MWF 2:00-3:00

Office Address: 1808 Chicago Avenue, Room 204

Phone: 491-3409

COURSE DESCRIPTION: This class will explore the historical and contemporary relationships among socio-economic level, inner-city residence, race, gender, job opportunities, and academic achievement.

TEACHING METHOD: Primarily discussion and work in small groups of 3-5 students.

METHOD OF EVALUATION: Grades will be based on 4 five-page papers and 2 one-page assignments.

TENTATIVE READING LIST: Most readings will be contained in a reader and will include articles from the following books:

Samuel Bowles and Herbert Gintis, *Schooling in Capitalist America* Reginald Clark, *Family Life and School Achievement*

Patricia Hill Collins, *Black Feminist Thought*

Carl Kaestle, *Pillars of the Republic: Common Schools and American Society 1780-1860*

Harvey Kantor and Barbara Brenzel, "Urban Education and the Truly Disadvantaged"

Jay MacLeod, *Ain't No Makin' It*

Neckerman and Kirschenman, "We'd Love to Hire Them But..."

Dennis Rodkin and Felicia Morton, "Charting a School's Course"

Dale Spender, *Invisible Women: The Schooling Scandal*

Mercer Sullivan, "Schooling"

Paul Willis, *Learning to Labor*

Alan L. Dahl

Sociology A01-6, Sec. 22

SOUTHERN SOCIETY AFTER THE CIVIL WAR: CLASS, RACE AND POWER

Time: TTH 10:30-12:00

Office Address: 1808 Chicago Avenue, Room 208

Phone: 491-3718

COURSE DESCRIPTION: This course seeks to introduce and use basic sociological concepts and theory as tools to understand, interpret and analyze this tragic and complex period of U. S. history. We'll explore the intersection of class and race in explaining the structure and dynamics of political and economic oppression and social change. We'll examine how the economic dependency of the South conditioned the chances for social change. We'll analyze the basis of the political and economic power of the elites who dominated Southern society and politics, and how coalitions among the elite adapted and maintained that power. We'll look at how protest movements which challenged the status quo were organized and how this enhanced and limited their potential for success. Hopefully, students will come away with a greater understanding of the South after the Civil War, as well as ways to understand other systems of power and protest.

TEACHING METHOD: 30 min. instructor/student presentation with remainder of class devoted to discussion, facilitated by student presenter and/or instructor.

EVALUATION: Three written assignments (75%), one class presentation (15%), and class participation (10%). The three written papers (each between 5 and 10 pages) will be graded according to their clarity of argument, use of evidence primarily from assigned reading, and ability to communicate effectively; presentations will be graded according to understanding of topic demonstrated not public-speaking ability; class participation will be evaluated by quantity and quality of comments in discussion.

READING LIST: Readings will most likely be assembled in a course pack. Students will be expected to read between 60 and 100 pages per week, with less when writing assignments are due. Among the authors and works from which selections will be made are:

Edward L. Ayers, *The Promise of the New South*

W. E. B. Du Bois, *Black Reconstruction in America*

Eric Foner, *Reconstruction : America's Unfinished Revolution*

V. O. Key, *Southern Politics in State and Nation*

Barrington Moore, *Social Origins of Dictatorship and Democracy* Michael Schwartz, *Radical Protest and Social Structure*

C. Vann Woodward, *Origins of the New South*

C. Vann Woodward, *Strange Career of Jim Crow*

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: November 7, 1995

Anthropology

Jacalyn Harden

Anthropology A01

Freshman Seminar: CAN'T WE ALL JUST GET ALONG? CONSTRUCTING A UNITED ASIAN AMERICAN COMMUNITY

Office: 555 Clark, #112

Telephone: 491-4565

COURSE DESCRIPTION: Over the past decade the notion of a unified Asian American community, complete with community activist groups, organized protests and calls for additions to university curricula, has gained momentum. What do such pan-Asian organizations efforts mean? This interdisciplinary, but anthropologically-based, seminar will examine the larger history of community-building: the demographic, political, cultural and economic changes affecting the groups encompassed by the movement; and the realities of American racial politics, historical and contemporary, which inevitably help structure the ways in which "Asian American" can be both framed and challenged. Readings and discussions will underscore the necessity of moving beyond arguments about identity politics to understanding the historical, cultural and national processes fueling them.

TEACHING METHODS: Discussion of assigned texts and presentation of short essays by students.

EVALUATION: Class participation, oral presentations and five short essays (4-6 pages), some of which will be read and discussed by all students.

READINGS:

Karin Aguilar-San Juan(ed.), Asian American Activism: The State of Asian American Activism and Resistance in the 1990's, South End Press, 1994.

Benedict Anderson, Imagined Communities, Verso, 1992.

Chris Friday, Organizing Asian American Labor: The Pacific Coast Canned Salmon Industry, 1870-1942, Temple University, 1994.

Fumitaka Matsuoka, Emerging Themes in Asian American Churches, United Church Press, 1995.

Franklin Ng, et.al.(eds.), New Visions in Asian American Studies: Diversity, Community and Power, University of Washington Press, 1994.

Dana Takagi, The Retreat from Rase: Asian American Admissions and Racial Politics, Rutgers University Press, 1992.

Malcolm Dow

Anthropology A01

FRESHMAN SEMINAR: Everyday Life in Social Networks

Office: 555 Clark, #113

Telephone: 491-4835

Course Description: Each of us lives out our days interacting with others with whom we share various kinds of social relationships. And each of us mobilized 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.

Method of Evaluation: Discussion; three papers 4-5 pages in length, one final paper 6-8 pages in length.

Required Texts: A packet of miscellaneous readings will be made available.

William Irons

Anthropology A05

FUNDAMENTALS OF ANTHROPOLOGY

Office: 1810 Hinman, #201

Phone: 864-0603

COURSE DESCRIPTION: Anthropology is the study of humankind in the broadest possible perspective. This includes the study of (a) the biological evolution of humankind and of our closest relatives, the primates, (b) the evolution of the unique human learning abilities and behavioral propensities that underlie culture and language, (c) the evolution of culture and human society from their earliest beginnings to the present, and (d) the comparative study of living societies and their cultures. This course provides an overview of anthropology emphasizing the unity of interests underlying the discipline as a whole. The most basic underlying theme is the idea that human culture and behavior are the product of two different but related processes: biological evolution and cultural evolution.

EVALUATION: There will be three examinations counting one-third of the final grade. The first examination will not be cumulative, but rather will cover only the last one-third of the course. Examinations will consist primarily short-answer questions.

REQUIRED TEXTS:

Dawkins, *The Selfish Gene*, New Edition, 1989.

Roger Lewin, *Human Evolution*, (latest edition)

Hart, Pilling and Goodale, *The Tiwi of North Australia*, 3rd Ed., 1988

Chagnon, Yanomamo, 4th Edition, 1992

Chinas, The Isthmus Zapotec: A Matrifocal Cultural of Mexico, 2nd Ed., 1992

Ben Campbell

Anthropology B13

Human Origins

Office: 1810 Hinman, #54

Telephone: 491-4822

COURSE DESCRIPTION: An introduction to the causes, processes and consequences of human evolution. Topics to be covered include genetics, the ecology and behavior of non-human primates, the fossil ancestry of modern humans, and biological variation in living populations. Special attention will be given to how an evolutionary understanding of each of these areas relates to the biology and behavior of modern humans.

TEACHING METHODS: Lectures supplemented by films and demonstrations.

EVALUATION: Two mid-term examinations (20% each), one final (40%), and section assignments (20%). The format for the exams will be multiple choice and short answer.

REQUIRED TEXT:

Releford, J. The Human Species: An Introduction to Biological Anthropology. 2nd. ed. Mayfield Publishing Company, Mountain View, CA, 1994.

Helen B. Schwartzman

Anthropology B15

THE STUDY OF CULTURE THROUGH LANGUAGE

Office: 1810 Hinman, #202

Telephone: 491-4824

COURSE DESCRIPTION: In this course, anthropological methods for describing the lifeways of human groups will be presented. The major tool for describing human groups in naturalistic settings is called ethnography. The process of researching and writing an ethnography will be taught by a combination of lectures, reviews of recent ethnographies of groups in American society, and actual fieldwork experience. Students will choose a specific social system to study, and the language used in this setting will become a major focus of research. This course will specifically emphasize the value of anthropology for the study of American society. No prerequisites; P/N is allowed.

TEACHING METHOD: Lectures and discussion sections.

METHOD OF EVALUATION: A series of five written exercises and one final paper are required. The final paper will be an ethnography of a group of people of your choice.

READINGS:

J. P. Spradley, *The Ethnographic Interview* (1979) New York: Holt, Rinehart & Winston

J. P. Spradley, *Participant Observation* (1980) New York: Holt, Rinehart & Winston

R.M. Emerson, R.I. Fretz & L.L. Shaw (1994) *Writing Ethnographic Fieldnotes*, Chicago: University of Chicago Press

Timothy Earle

Anthropology C01

ARCHAEOLOGY OF PRELITERATE SOCIETIES

Office: 1810 Hinman, #103

Telephone: 467-3671

COURSE DESCRIPTION: For three million years or so before the advent of civilization, the human career was dominated by subsistence economies. Gathering, hunting, and simple agriculture were the sole means by which our ancestors earned a living. But with the exception of a few societies that survived to the present epoch (those in habitats bypassed by more complex agricultural and industrial societies), humankind's evolutionary career in foraging and horticulture is unrecorded by history. The methods and techniques of archaeology have been our sole means of accessing this crucial phase in our past. They bear witness to the existence of these societies and their place in the evolution of humankind and culture. This course will explore the concepts, methods, and techniques that are used to transform the material remains left by prehistoric and historic foragers into contemporary knowledge about their adaptation and social evolution.

PREREQUISITE: P/N is not permitted. Prerequisite: Anthropology B14

TEACHING METHODS: Lecture and discussion.

METHODS OF EVALUATION: Midterm and final essay project, counting 1/3 and 2/3 of the course grade.

TEXTS:

A. Johnson and T. Earle, *The Evolution of Human Society* (Stanford)

Bruce Smith, *The Emergence of Agriculture* (Freeman)

Ben Campbell

Anthropology C12

Introduction to Human Genetics

Office: 1810 Hinman, #54

Telephone: 491-4822

COURSE DESCRIPTION: This course introduces human genetics and its role in human biology and behavior. Themes include the use of genes as markers of evolutionary and historical processes, the role of genes in human development and health and the consequences of genetic variation for human behavior.

TEACHING METHODS: Lectures and discussion.

METHODS OF EVALUATION: Mid-term and final exams, problem sets.

REQUIRED TEXT:

Cummings MR, (1994) Human Heredity: Principles and Issues. 3rd ed., West Publishing Co., St. Paul, MN.

John Willis

Anthropology C81

NORTH AMERICAN PREHISTORY

Office: 555 Clark, #125

Telephone: 491-5402

COURSE DESCRIPTION: The basic evolutionary development of cultural adaptation on the North American continent will be traced with particular emphasis on the prehistory of the Eastern Woodlands. This is an introduction to the cultural-ecological perspective of Eastern Woodland prehistory that draws connections between population change, sedentary settlement, agriculture, trade networks, and art styles. The role of contacts with Middle American civilizations will be reviewed. New concepts and methods for understanding the Amerindian past in the broadest cross-cultural perspective will be emphasized.

PREREQUISITES: B13, C01, or C02.

METHOD OF EVALUATION: One 5-10 page paper is required. During the quarter I will distribute a list of the subjects that can be used, and a handout explaining the requirements of this assignment. There will be two exams, a midterm and a final.

READINGS:

Fagan, Brian. Ancient North America.

A course packet of readings. Oswald Werner

Anthropology C89

ETHNOGRAPHIC ANALYSIS

Office: 1810 Hinman, Rm. 208

Telephone: 491-4830

COURSE DESCRIPTION: This is an experimental seminar--always was- -always will be. A lot will depend of individual ethnographic projects that each one of us, including myself, pursues. Each student is responsible for one project of his or her own choice, though some of you may want to do joint projects. These usually involve the investigation of some problem of ethnographic method (e.g., the ethnographic interview or ethnographic translation). We may have guest lecturers if you so desire, or if we all agree that it would be a good thing. Later in the quarter we will have individual reports. Students who have never conducted an ethnographic project are expected to do one. The ethnography can be problem-oriented. The important feature of an ethnographic project for this class is that it must have a strong meta-ethnographic component (a self-conscious look at one's method). During this quarter I would like to pay special attention to computer-assisted ethnography, and I hope that each one of you will use a computer with your project. We can discuss the details of hardware and software in class..

METHODS OF EVALUATION: Each student or each team should be ready to report on the project after then fourth/fifth week of this course. Evaluation will be based on your term project (in the form of a paper) and your class participation. At times we may have specific excersises which I will evaluate as well.

BIBLIOGRAPHY:

Werner, O., and G.M. Schoepfle, Systematic Fieldwork. Volume 1: Foundations of Ethnography and Interviewing. Volume 2: Ethnographic Analysis and Data Management. Sage Publications, 1987. Any one of the twenty-odd thin blue volums in the Sage Qualitative Research Method Series. Also, the first six issues of Cultural Anthropology Method (CAM), (Volumes 1 and 2), availble free (for the time being) from the Department of Anthropology, University of Florida, Gainesville, FL 32611.

Gil Stein

Anthropology D01-2

THE LOGIC OF INQUIRY IN ANTHROPOLOGY

Office: 555 Clark, #126

Telephone: 491-4564

COURSE DESCRIPTION: This three quarter course sequence provides an advanced introduction to three of the main subfields of anthropology (bioanthropology, archaeology, cultural anthropology) and the ways that they are integrated into a holistic discipline. The second quarter of this course is

sub-titled "Archaeological Perspectives on Long-Term Change"; it is a graduate-level introduction to anthropological archaeology. coverage focuses on the ways that archaeology investigates three of the most important processes of long-term sociocultural change: the evolution of 1) typically human hunter-gatherer economies, 2) sedentary, food-producing communities, and 3) complex societies. In discussing these topics and relevant case studies, emphasis will be placed on: archaeological epistemology, linkages between theory and data, and the critical evaluation of competing explanatory/interpretive models as they relate to the archaeological record. **TEACHING METHODS:** Classes will combine lectures, discussions and student presentations. The lecture portion of each class will introduce the theoretical issues, key data sets, and current state of knowledge in these areas of research.

EVALUATION: Each student will be responsible for short critical reports presented to the class on assigned readings. Students will also write a 15-20 page research paper on one of the three course modules or other major topics covered in the course. These papers will evaluate some aspect of the theoretical issues covered in this course as applied to an archaeological data set of the student's choice.

READINGS: Photocopies of the course readings will be placed in the Anthropology Dept. computer room to ensure easy access. Additional background readings will be on reserve in the Main library.

Robert Launay

Anthropology D75

SEMINAR IN CONTEMPORARY THEORY

Office: 1810 Hinman, #210

phone: 491-4841

email: rgl201@northwestern.edu

COURSE DESCRIPTION: This course attempts to survey recent approaches, not only in anthropology but in other disciplines -- sociology, philosophy, literary criticism -- which have had a significant impact on anthropological thinking in the past twenty years. Taking as its point of departure structuralism as elaborated by Claude L=82vi-Strauss, it will touch on post- structuralism, postmodernism, practice theory, and critical theory. In other words, this course is intended as a consumer's guide to works which are perhaps more often cited than read. Its aim is to make students aware of what these different approaches represent and to allow them to evaluate them critically.

TEACHING METHOD: Class discussion.

METHOD OF EVALUATION: Three or four papers based on students' critical evaluations of class readings.

READINGS:

Claude Levi-Strauss, The Raw and the Cooked

Pierre Bourdieu, The Logic of Practice
Anthony Giddens, Central Problems in Social Theory
Michel Foucault, Discipline and Punish
Jurgen Habermas, Jurgen Habermas on Society and Politics
Mikhail Bakhtin, The Dialogic Imagination
Jacques Derrida, On Grammatology
James Clifford, The Predicament of Culture

Micaela di Leonardo

Anthropology D90: Topics in Anthropology

CRITICAL AMERICANIST ETHNOGRAPHERS

Office: 1810 Hinman, #204

Phone: 491-4821

COURSE DESCRIPTION: In this seminar, we will consider the history and present reality of ethnographic work on the non- Native American urban United States. American anthropology operates with the ever-renewed myth that anthropologists "just now" are beginning to work "at home" while, in fact, practitioners have done U.S. work since the 1910s. The myth, however, and unfortunate notions of a delimited ethnographic purview untainted by historical and extra-disciplinary scholarship, have impoverished American ethnographic theory and method. We will read ethnographic work from across the century as well as work in history, other social sciences, and social theory in order to consider questions of problem construction, appropriate method, and ethnographic narrative. We will foreground considerations of the cross-cutting social stratifications of gender, race/ethnicity, class, sexual preference and nationality in our readings and discussions.

TEACHING METHOD: All seminar individuals will read a number of books and articles in common; individuals or groups will then choose groups of ethnographies--or single books--to be read, analyzed, contextualized, reported on in seminar and written about for the end of term paper.

READINGS:

Micaela di Leonardo, The Varieties of Ethnic Experience (Cornell)

Brett Williams, Upscaling Downtown (Cornell)

Patricia Zavella, Women's Work and Chicano Families (Cornell)

John Logan and Harvey Molotch, Urban Fortunes: The Political Economy of Place (California)

Mercer Sullivan, Getting Paid: Youth Crime and Work in the Inner City (Cornell)

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Last Updated: November 7, 1995

African American Studies

Michael Hanchard

African-American Studies A01

COMPARATIVE RACIAL POLITICS

Time: TTH 10:30-12

Office Address: 315 Scott Hall

Phone: 491-2644

Expected Enrollment:

COURSE DESCRIPTION: This course is designed to examine the interplay of racial, socio-economic and cultural tensions in multiracial polities outside the United States, in Germany, Trinidad and Britain. Through methods of comparative analysis, students will learn to situate socio-economic and racially-based politics in their historical contexts, which will then enable them to identify similar and dissimilar patterns of racial politics in cross-national perspective. Students will also become familiar with theories and concepts of race and ethnicity, and their relationship to issues of state power, national identity and social policy.

COURSE REQUIREMENTS: Course requirements are as follows; class participation, %20, oral presentations, %10; two 7-10 page papers, %30; one research paper 15-20 pp., %40. Papers are to be a comparative analysis of comparison of a single ethnic or racial group in two distinct national contexts. Late papers will not be accepted, except under extenuating circumstances that are discussed prior to handing in a late paper. Group oral presentations will consist of a 15-minute evaluation and synthesis of readings and films for each multi-racial polity. Unannounced mini-examinations (quizzes) may be given in class, depending upon the extent of student preparation and participation. Students with more than three unexcused absences will have one full grade deducted from their final grade.

REQUIRED BOOKS:

Race and Racism in Contemporary Britain, by John Solomos. Macmillan, 1989.

The Racial State, by Michael Burleigh and Wolfgang Wippermann. Cambridge University Press,

1992. Black Intellectuals and the Dilemmas of Race and Class in Trinidad, by Ivar Oxaal.

Schenkman, 1982.

Books are available at SBX and Campus Used Bookstore. Other readings are available in packet form at CopyCat of Evanston, 1830 Sherman Ave., 869-0000.

Madhu Dubey

African-American Studies B10-2 [Elective]

SURVEY OF AFRICAN-AMERICAN LITERATURE

Time: TTH 10:30-12:00

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.

READINGS: 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.

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

Leon Forrest

African-American Studies C60

THE ART OF TONI MORRISON

Time: TTH 2:30-4

Office Address: Kresge 308

Phone: 491- 4803/5122

Expected Enrollment: 30

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

NO PREREQUISITES: P/N is allowed.

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

Sandra L. Richards

African-American Studies C80

BLACK FEMINIST THEORY

Time: Monday 2:00-5:00 pm

Office: 316 Kresge

Phone: 491-7958

Expected Enrollment: 20

COURSE DESCRIPTION: This course focuses on emergent issues in Black Feminist Theory. Utilizing perspectives from sociology, history, literary criticism, human development and psychology, the course will examine such topics as Work, Family Life, Identity and Self- definition, Political Activism, Sexual Politics, Theology, and Epistemology.

PREREQUISITE: Consent of instructor, based upon completion of short statement concerning

previous course work or familiarity with Black and/or Euro-American feminisms.

TEACHING METHOD: Class discussion; occasional guest lectures.

EVALUATION: Participation in class discussions; completion of research project.

READING LIST (Partial):

Patricia Hill Collins, Black Feminist Thought

Audre Lorde, Sister Outsider

Micheline Malson, Elisabeth Mudimbe-Boyi, et al, Black Women in America

Course Reader

Michael Harris

African-American Studies C80

ISSUES IN AFRICAN AMERICAN HISTORY

Time: Wed. 2-5 p.m.

Office Address: 314 Kresge

Phone:

Expected Enrollment: 15

COURSE DESCRIPTION: This course examines how events in the African American experience are represented in historical literature in order to construct African American historical memory. Historical readings cover topics such as enslavement, social class distinctions, afrocentricity, religious consciousness, and gender. Theoretical readings introduce topics such as essentialism and new historicism.

PREREQUISITES: Introduction to African American Studies, and/or one or more courses in African American history, or permission of instructor.

TEACHING METHOD: Instructor- and Student-directed discussions. Individual reading assignments and reports.

EVALUATION: Weekly critical essays, one bibliographical essay, one historiographical essay.

READING LIST (tentative)

Genevieve Fabre and Robert O'Meally, eds., History & Memory in African-American Culture.

Virginia R. Dominguez, White by Definition: Social Classification in Creole Louisiana.

Eliza Potter, A Hairdresser's Experience in High Life.

Stanlie M. James and Abena Busia, eds., Theorizing Black Feminisms.

August Meier and Elliott Rudwick, Black History and the Historical Profession.

Molefi Asante, The Afrocentric Idea.

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Last Updated: November 7, 1995

Art History

Vivian Rehberg

Art History A01-6

FRESHMAN SEMINAR: THE LEGACY OF THE SECOND WORLD WAR: ART, POLITICS AND POWER IN EUROPE, 1939-1989

Time: TTh 9:00-10:30

Office: 39 Kresge

Phone:

COURSE DESCRIPTION: This course is concerned with the relationship between art and politics in Europe from the onset of the second World War in 1939 to the "end of the Cold War" in 1989. Given this temporal framework, among the issues we will evaluate include artistic responses to the holocaust, European varieties of Socialist Realism, art as propaganda, and the art of resistance and revolt. Some questions: How do artists in government put art to the service of politics? Is one artistic style or medium more effective for communicating progressive or regressive political agendas?

TEACHING METHOD: Discussion, readings, group analysis of text, slides

METHOD OF EVALUATION: To be based on two short writing assignment and one long writing assignment, as well as an oral class presentation.

READINGS: Readings will be primarily articles from a variety of art history text.

O. K. Werckmeister

Art History B50

INTRODUCTION TO EUROPEAN ART

Time: MWF 1:00

Office: 37 Kresge

Phone: 491-8033

COURSE DESCRIPTION: Introduction to the leading centers and artists of Europe from ancient Greece to the twentieth century. Analysis of architecture, sculpture, painting and graphic arts in relation to their social and cultural settings.

TEACHING METHOD: There will be three fifty-minute lectures, and one fifty-minute discussion section per week.

READINGS: TBA

Sandra Hindman

Art History C29

SPECIAL TOPICS IN MEDIEVAL ART: HISTORY OF MEDIEVAL ILLUMINATED MANUSCRIPTS

Time: TTh 10:30-12:00

Office: 244C Kresge

Phone: 491-8028

COURSE DESCRIPTION: The course will take a close look at the illustrated medieval book, the hand-produced manuscript, from the invention of the codex in the Early Christian period to the invention of printing at the end of the Middle Ages. It will examine the ways in which the illustrations work with their texts in the different types of books (secular and Religious) that were popular at different periods. Emphasis will be placed on the illustrated book in its cultural context: Who made them, who owned them, how were they made, were certain books and types of pictures popular at certain times? Several meetings will be held in Special Collections in the University Library, in order to examine first-hand examples of original medieval manuscripts and early printed books. Because of its interdisciplinary focus, students of history, languages and literature, as well as fine arts, are encouraged to register.

PREREQUISITES: None. Graduate students will be required to participate in an extra meeting weekly.

TEACHING METHOD: The course is designed primarily as a lecture course, although some time will be reserved for discussion and questions.

METHOD OF EVALUATION: There will be a midterm, final and one short paper. Each will be given equal weight in determining the final grade in the course. The midterm and final will consist of slide identifications, comparisons and term identifications. Paper assignments will focus on original material whenever possible.

READINGS: Books and articles will be on reserve and a packet of readings will be available. In addition: Brown, Michelle. *A Guide to Understanding Illuminated Manuscripts*. (J. Paul Getty Museum and Oxford University Press). DeHamel, Christopher. *Scribes and Illuminators*. (U. Toronto Press).

Perrette B. Michelli

Art History C92-7

JUNIOR TUTORIAL: EARLY INSULAR ART

Time: Th 2:00-5:00

Office: 258 Kresge

Phone: 467-1069

COURSE DESCRIPTION: A sequence of discussion seminars focussing on the reception of Christianity in the British Isles and the adaptation of indigenous art to its requirements. The effects of political upheavals, such as the retirement of the Irish from Northumbria, the acceptance of interference from Rome and Viking settlement are also examined. Students are encouraged to examine and question the assumptions and methods used by scholars when attempting to date and provenance difficult material. They are also encouraged to establish how the various artefacts worked and were used, to consider how the transmission of ideas was controlled and exploited, and to place the material in its artistic and social context. The course is divided into six sections, covering the following material: 1) beginnings, 2) Whhitby and afterwards, 3) Scandanavian incursions, 4) Kent, Mercia or Where?. 5) Later metalwork, 6) General issues and summary.

PREREQUISITES: Preference will be given to art history majors. Permission of the instructor is required. Some familiarity with the history or art history of the Middle Ages would be helpful.

TEACHING METHOD: Discussions based on assigned weekly readings; student presentations of independent research topics followed by class discussion.

METHOD OF EVALUATION: Students are expected to participate in class discussion on assigned materials. Research topics will be chosen in consultation with the instructor. Grade will be based on class participation, oral presentation and the final paper (which is based on the oral presentation).

READINGS: TBA

Angela Rosenthal

Art History C50-1

19TH-CENTURY ART

Time: MWF 9:00

Office: 260 Kresge

Phone: 491-8026

COURSE DESCRIPTION: This description will be available in the Department of Art History on October 27th.

David Van Zanten and Ikem Okoye

Art History C78

ARCHITECTURE AND URBANISM OF THE WORLD IN THE 20TH CENTURY

Time: TTh 9:00-10:30

Office: DVZ, 262 Kresge; IO, 256 Kresge

Phone: DVZ, 491-8024; IO, 491-8029

COURSE DESCRIPTION: A critical examination of the modern and postmodern city as a socio-economic system. It will access the notion that this entity is everywhere reproducible and question the extent to which this indicates an increasingly unified world. The course will focus on how Western architectural and urban patterns are transformed and non-Western patterns confronted, treating centers like London, Paris, Berlin,; Lagos, Cape Town, Singapore, Hong Kong, Buenos Aires; New York, Chicago, Los Angeles.

TEACHING METHOD: Three lectures weekly, with discussion.

METHOD OF EVALUATION: Midterm, final and term paper.

READINGS: Conrad, Joseph. Nostramo Hobsbawm, Eric. Industry and Empire King, Anthony. Urbanism, Colonialism and the World Economy Vale, Eric. Architecture, Power and National Identity Wright, Gwendolyn The Politics of Design in French Colonial Urbanism

Whitney Davis

Art History D01-1

METHODS IN THE HISTORY OF ART

Time: Th 4:00-7:00

Office: Kaplan Center for the Humanities

Phone: 1-7946

DESCRIPTION: This description will be available in the Department of Art History on October 27th.

Angela Rosenthal

Art History D50

STUDIES IN 19TH-CENTURY ART

Time: F 2:00-5:00

Office: 260 Kresge

Phone: 491-8026

DESCRIPTION: This description will be available in the Department of Art History on October 27th.

Ikem Okoye

Art History D02

STUDIES IN REPRESENTATION: SPACE, "ARCHITECTURAL" REPRESENTATION AND CORPOREITY

Time: W 2:00-5:00

Office: 256 Kresge

Phone: 491-8029

COURSE DESCRIPTION: This seminar will focus as much on the transformation of the notion of space, and of self in the twentieth century, as on the invention of its categories. It will not approach the subject solely via the legible marks of the modern psyche, but will attempt instead to understand how the idea of an "external world" of the modern constitutes, and was constituted by such transformations themselves. This will contest the notion of representation as such, implying a political questioning of the status of assertions about objects, images and the topologies through which they are thought. The seminar's external world will include architecture (domestic space and post-war housing for example), art, architectural representation and literature (including the popular). Critically, modernity will not be assumed to be a privileged Western European and North American experience. In addition to taking Chicago, Paris and Berlin seriously, participants will be encouraged to explore seminar issues in contexts as widely varied as are Lagos, Rio de Janeiro and Istanbul. "Colonialism" as well as its apprehensions from post-Colonial and/or feminist critiques will form a crucial subtext.

TEACHING METHOD: One seminar a week.

METHOD OF EVALUATION: Seminar presentations and term paper.

READINGS: Readings will include work by Manfredo Tafuri, Bill Hillier and Julien Hanson, Wole Soyinka, W.J.T Mitchell, Beatrice Colomina and Annie Coombes, as well as selections from: Cacciari, Massimo. Architecture and Nihilism: On the Philosophy of Modern Architecture Deleuze and Guattari. Anti Oedipus Ekwensi, Cyprian. Jaqua Nana Foucault, Michel. Discipline and Punish Noyes, John. Colonial Space Taussig, Michael. Mimesis and Alterity: A Particular History of the Senses

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Last Updated: November 7, 1995

Art Theory and Practice

James Yood

Art Theory & Practice, A01-0

FRESHMAN SEMINAR (Contemporary Art Criticism)

Office address: Kresge Hall 253

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.

Daniel Devening

Art Theory & Practice, A20-0

BASIC PAINTING

Time: TTH 9-12 sec 20

Office address: Kresge Hall, rm.210

Expected enrollment: 18

COURSE DESCRIPTION: Through the painting of still life and the human figure, students will attend to the design of a compelling picture plane and work toward inventing a believable picture space. Color interaction, modelling of light and dark and principles of drawing will be employed in the expression of weight, light, space, materiality and mood.

PREREQUISITES: 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.

Chris Pielak

Art Theory & Practice, A25-0, sec 20

BASIC DRAWING

Time: TTH 1-4

Office address: Kresge 232A

Expected enrollment: 16

Staff

A25-0, sec 21

Time: MW 1-4

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

PREREQUISITES: No prerequisites. P/N is permitted.

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

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

William Cass

A90 ART PROCESS

Time: MW 1-4

Office Address: Kresge 257

See Integrated Arts Program listing for description.

Judy Ledgerwood

Art Theory & Practice, B25-0

INTERMEDIATE DRAWING

Time: TTH 9-12

Office address: Kresge Hall, rm. 259

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.

Gary Justis

Art Theory & Practice, B40-0

SCULPTURE IN TRADITIONAL MATERIALS

Time: TTh 1-4:00

Office address: Kresge Hall, rm. 002

Expected enrollment: 12

COURSE DESCRIPTION: Basic introduction to traditional modeling techniques in clay, plaster and wood working. While there will be discussion of contemporary expressions, the thrust of studio practice will be on traditional forms and their abstraction.

PREREQUISITES: 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 with the latter being prominent. Occasional critiques and discussions of student projects, professional shows and sculpture readings.

METHODS OF EVALUATION: 85% of course grade will be determined by the sculpture projects. Participation in group critiques and attendance will determine the remaining percentage of the grade.

REQUIRED READING: Current art periodicals, e.g. ArtForum, Art in America, New Art Examiner

Pamela Bannos

Art Theory & Practice, B50-2

BASIC PHOTOGRAPHY

Time: Sec. 20 TTh 9-12

Office address: Kresge Hall, rm. 32

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: B50-1 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

MEDIA & PROCESS IN ART

Time: TTH 1-4

Office Address: Kresge Hall, rm 261

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.

REQUIRED READING: No text required.

Jim Valerio

Art Theory & Practice, C22-1

ADVANCED PAINTING

Time: MW 9-12

Office address: Kresge Hall, rm. 255

Expected enrollment: 10-12

COURSE DESCRIPTION: Flexible structure with emphasis on the coordination and development of the students' individuality. Emphasis will be on a heightened sense of the visual orchestration. Focus on the figure, still-life etc. may be used as a class concentration.

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

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

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

William Cass

Art Theory & Practice, C33-0

LITHOGRAPHY

Time: MW 9-12

Office address: Kresge Hall, Rm. 257

Expected enrollment: 12

COURSE DESCRIPTION: A wide range of traditional and recently innovated techniques will be taught on lithographic stone. Students will learn traditional drawing techniques, both wet and dry, additive and subtractive, 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

Time: TTH 9-12

Office Address: Kresge Hall, rm. 002

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.

PREREQUISITES: 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).

Hannah Dresner

Art Theory & Practice, C90-1

PERFORMANCE SEMINAR

Time: TTH 1-3

Office Address: Kresge Hall, rm 212

IAP class, see Integrated Arts Program for course description

William Conger

Art Theory & Practice, D22

SEMINAR IN PROFESSIONAL PRACTICES

Time: MW 2-4

Office address: Kresge Hall, rm. 244B

Expected enrollment: 12

COURSE DESCRIPTION: A discussion course intended for M.F.A. graduate students in Art Theory & Practice. One focus will be on practical aspects of preparing for college and university level teaching of studio art. Designing a studio course, instructional approaches, being relevant, the departmental system, the vita, how to get a job and tenure-track politics.

Another focus will be on practical aspects of career development. Obtaining gallery representation and alternatives. Setting up a professional business. Preparing IRS forms as an artist. Preparing slide-lecture on your own work.

Former students of our MFA program will be invited in to talk about their experiences in getting established in teaching, and as artists.

Readings appropriate to course topics will be distributed for discussion.

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Last Updated: November 7, 1995

Astronomy

Mel Ulmer

Astronomy A03

SOLAR SYSTEM

Time & Place: MWF @ 11, ANN G15

Office Address: Dearborn 3

Office Phone: 491-5633

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

PREREQUISITES: High-school algebra is needed.

TEACHING METHOD: Three lectures per week.

METHOD OF EVALUATION: Midterm and final examinations, and a project.

READING: Discovering Astronomy, 3rd Edition, Robins, Jefferys, & Shawl.

Guy Miller

Astronomy A20

HIGHLIGHTS OF ASTRONOMY

Time & Place: MWF @ 2, Tech LR2

Office Address: Dearborn 9D

Office Phone: 491-8647

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.

METHOD OF EVALUATION: One or more midterms and a final examination.

READING: Universe, 3rd Edition, Kaufmann

Guy Miller

Astronomy D26

HIGH-ENERGY ASTROPHYSICS

Time & Place: TTh @ 2:30 - 4:00, Tech B396

Office Address: Dearborn 9D

Office Phone: 491-8647

COURSE DESCRIPTION: Nonthermal radiative processes; application to such models of x-ray and radio sources as neutron stars, black holes, quasars, head-tail radio sources, and clusters.

PREREQUISITES: ASTR B20-0 or permission of the instructor

METHOD OF EVALUATION: One or more midterms and a final examination.

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Last Updated: November 7, 1995

Biological Sciences

Teresa H. Horton

Biological Sciences, 0409-A01-6

FRESHMAN SEMINAR: The Scientific Method: Examples from research on endocrinology and reproductive behavior

Time: TTH 9-10:30

Office Address: MLS 2117

Office Phone: 467-1686

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 two short 5 page midterm assignments and a ten page term paper.

READING LIST: Frederick Aicken, The Nature of Science, Second Edition 1991. Heinemann Educational Books. Additional readings will be placed on reserve at the library.

Gary J. Galbreath

Biological Sciences A03-0

DIVERSITY OF LIFE

Time: MWF 3:00

Office Address: Hogan 6-170

Office Phone: 491-8775

Expected Enrollment: 150

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.

PREREQUISITES: None.

TEACHING METHOD: Lectures.

READINGS: TBA

EVALUATION: Via exams.

Robert King

Biological Sciences 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.

PREREQUISITES: 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 provide a critical review of the first draft. The student will give an initial 5 minute oral progress report and a final 15 minute seminar on the essay subject.

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

READING LIST: McMillan, Writing Papers in Biological Sciences. Strickberger, Evolution

Course Director: Fred W. Turek

Course Coordinator: Terry Horton

Teaching Faculty: Terry Horton, Lawrence Pinto, Joseph Takahashi, Fred Turek, Phyllis Zee

Biological Sciences A24-0

BIOLOGICAL CLOCKS

Time: MWF: 1:00; Tutorial: 20 hrs., to be arranged on an individual basis.

Office Address: MLS 2136

Office phone: 491-2865

Expected Enrollment: 120

COURSE DESCRIPTION: This course has two major objectives. First, a team of five faculty will introduce students to the field of biological rhythms with a particular emphasis on those rhythms which are regulated by an internal 24 hour biological clock, and those rhythms which occur on an annual basis. In addition to learning about the biological mechanisms that underlie the generation of rhythms, students will learn how these rhythms influence human health, safety and performance. The second objective of the course is to provide the students with the opportunity to discover how new knowledge is gained within major research universities. All five faculty involved in this course are actively involved in research on biological rhythms, and a large number of students work in the laboratories of these faculty. Through a series of tutorial sessions, students will work in small groups with a member of the "research team" to learn how new discoveries were made at Northwestern University in the context of research being carried out in many laboratories throughout the world.

PREREQUISITES: Counts as a distribution requirement for Natural Sciences Area 1. Not open to students who have completed (or are currently enrolled in) any part of the 409-B10 sequence. P/N not permitted.

TEACHING METHOD: Three 50 minute lectures per week and tutorials. Each tutorial will consist of a group of 2-4 students who will meet for a total of 10 hrs during weeks 6-9 of the course with a member of the research team at Northwestern University, who is investigating biological clocks. During tutorials the students will learn how new discoveries have been made. These meetings will take place in the laboratory, and will occur in the evenings and/or on weekends.

EVALUATION: Two midterm exams, final exam and term paper based on tutorial experience.

READING LIST: The Clockwork Sparrow and selected readings.

Theodore Jardetzki and Scott Ness

Biological Sciences 0409-B10-2

BIOCHEMISTRY AND MOLECULAR BIOLOGY

Time: MWF 10:00-11 Lecture or MWF 11:00-12 Lecture

TH 7:00-9 Optional Review and Discussion Section but required for Midterm Exams

One 2-hour Lab on T, W, or TH.

Office Address: TJ: Tech B695

SN: MLS 3131

Office Phone: TJ: 467-4048

Expected Enrollment: Approximately 215

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.

REQUIRED READINGS: TBA.

Mark A. Seagraves

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 hands on experience in the performance of classical experiments in the physiology of the nervous system. Experiments performed 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.

READING LIST: J.G. Nicholls, et al. From Neuron to Brain; Lab Manual, and class handouts.

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: 100

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.

PREREQUISITES: 409-B10-3, or instructor's consent.

TEACHING METHOD: Lectures and discussion of research articles.

EVALUATION: Midterm and final exams.

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

Gary J. Galbreath

Biological Sciences C12-0

EVOLUTIONARY PROCESSES

Time: MW 12:30-2

Office Address: Hogan 6-170

Office Phone: 491-8775

Expected Enrollment: 60

COURSE DESCRIPTION: Natural Selection as a predictive process.

PREREQUISITES: 409-A91, 409-B10-1 or equivalent.

TEACHING METHOD: Lectures.

EXAMINATIONS: Essay-style exams.

READING LIST: Natural Selection: Domains, Levels, and Challenges, 1992 Edition, Oxford University Press.

Amy Bejsovec

Biological Sciences, 0409-C15-0

CELL BIOLOGY

Time: MWF 12:00 - 1:00

Office Address: Hogan 4-160

Office Phone: 467-4042

Expected Enrollment: 100

COURSE DESCRIPTION: Structure and function of the basic unit of life. How the components of the cell, from the nucleus to the cytoskeleton, work together to orchestrate cellular events such as regulation of gene expression, cell type specification, cell motility and migration, normal cell division, and the abnormal cell proliferation associated with cancer.

PREREQUISITES: 409-B10-3

TEACHING METHOD: Three lectures during the first week, two lectures and one discussion section during subsequent weeks. The class will be divided into three sections to discuss current papers in cell biology in a small group setting.

EVALUATION: Three midterm exams and in-class participation during the discussion sections.

READING LIST: Lodish et al. Molecular Cell Biology, Third Edition. Required readings for the discussion sections will be placed on reserve.

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 80

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, 4th edition, 1995; reserved readings, including research articles.

Alfonso Mondragon

Biological Sciences 0409-C61-0

BIOPHYSICS OF MACROMOLECULES

Time: 9 MWF

Office Address: Tech B693

Office Phone: 491-7726

Expected Enrollment:

COURSE DESCRIPTION: Structure and function of biological macromolecules, including DNA and RNA binding proteins, enzymes, membrane proteins, proteins of immunological interest, nucleic acids, etc.

PREREQUISITES: Biology B10-3 or ISP C09; Chemistry B10-2; Mathematics B14-3; Physics A35-3; or consent of the instructor.

TEACHING METHOD: Lectures

EVALUATION : Homework - 33%, Midterm - 33%, Final

READING LIST: Introduction to Protein Structure; Branden and Tooze; Garland Publishing, Inc.

James Douglas Engel

Biological Sciences 0409-C91-0

EUKARYOTIC REGULATORY MECHANISMS

Time: 11 MWF

Office Address: 5-160 Hogan

Office Phone: 491-5139

Email: d-engel@northwestern.edu

Expected enrollment: 15

COURSE DESCRIPTION: Control of gene expression in vertebrate organisms by the external environment, through specific organismic signal transduction pathways and by intrinsic developmental mechanisms.

PREREQUISITES: 409 B10 series and 409 C90. P/N optional.

TEACHING METHODOLOGY: During the first 3 weeks, key background papers will be exclusively the focus of lecture topics. For the final seven weeks, the assigned papers will be first presented briefly in overview by Dr. Engel. Individual students will be selected at random and be expected to discuss both specific aspects of experimental methodology and to analyze the scientific basis for claims made in the papers.

EVALUATION: Grade will be assigned on demonstrated familiarity and depth of discussion of the research papers.

READING LIST: No textbooks

Kelly Mayo and John Bjerke

Biological Sciences 0409-C92-0

DEVELOPMENTAL BIOLOGY

Time: MWF 9:00 Lecture

M 2:00-4 or M 4:00-6 Lab

Office Address: KM 3-100 Hogan

JB 6-110 Hogan

Office Phone: KM: 491-8854

Expected Enrollment: 48

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/ Friday lecture includes discussion of papers

EVALUATION: Midterm and final examination; laboratory grade; poster presentation; discussion participation

READING LIST: Text: Developmental Biology , 4th edition, 1994, Scott F. Gilbert, Sinauer Associates Inc., Publishers. Developmental Biology: A Guide for Experimental Study, 1994, Mary S Tyler; Sinauer Associates Inc., Publishers

David Johnson

Biological Sciences 0409-C96-7

NEUROIMMUNOLOGY IN HEALTH AND DISEASE

Time: TTH 9-10:30

Office Address: Hogan 2-166

Office Phone: 491-3081

Expected Enrollment: 8

COURSE DESCRIPTION: The field of (psycho) neuroimmunology, which is concerned with the mutual interactions of the nervous and immune systems, has grown rapidly in recent years. Largely through the discussion and critique of original articles, this tutorial will examine the past, present and future of this area. Amongst topics that will be covered are 1) parallels and differences in the evolution, development and organisation of the two systems 2) their normal interactions 3) pathological implications of their dysfunction, particularly in autoimmune diseases such as multiple

sclerosis, and in infectious diseases such as AIDS.

PREREQUISITES: Permission of instructor. A basic understanding of the nervous and immune systems is preferable, although early tutorials will focus on reviewing their structure and function.

TEACHING METHOD: Two ninety minute tutorials per week. Reading materials, consisting of original articles and review material, will be distributed weekly, for discussion the following week. Responsibility for leading the discussion will rotate between students.

EVALUATION: Based on performance during discussions, and on two papers.

READING LIST: Textbook(s) to be selected, and a selection of original and review articles.

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Center for the Humanities

Robert Launay

0410 Center for the Humanities

C01-0 TOPICS IN THE HUMANITIES: EXOTICISM AS CULTURAL CRITIQUE

Winter Quarter 1995-1996

Wednesday, 2-4:30 p.m. at the Center, 2010 Sheridan Rd.

COURSE DESCRIPTION: Utopia is literally "nowhere." Even more important, it is elsewhere. In 1516, Thomas More set his famous Utopia in what was still a very "New" World. More's pastiche of the travel narrative and his use of the image of "displacement" allow him the pretence of criticizing his own society "from the outside." Such a critical "elsewhere" can exist in time as well as space. Roughly contemporaneous with More's Utopia, Machiavelli's Discourses use the early history of the Roman Republic as a foil for dissecting the failings of sixteenth century Italy.

This seminar will examine the ways in which images of "elsewhere", whether in time or in space, have been used to create a critical vantage point from which to contest, and in one way or another to resist, aspects of contemporary culture. At the same time, we will examine the ways in which the level of this resistance has changed from a focus on society--on explicit or implicit programs of reform--to the individual--on the possibility of "escape" from social constraints.

READINGS:

More, Utopia

Machiavelli, The Discourses

Montaigne, "Of Cannibals"

Montesquieu, Persian Letters

Diderot, Supplement to the Voyage of Bougainville

Melville, Typee

Flaubert, Salamambo

Wells, The Time Machine

Benedict, Patterns of Culture

Julia Stern

0410 Center for the Humanities

C01-0 TOPICS IN THE HUMANITIES: FROM SYMPATHY TO DISSENT: GENDER AND VOICE IN THE EARLY AMERICAN NOVEL

Winter Quarter 1995-1996

Monday and Wednesday, 11-12:30

Cross-listed as English C78

DESCRIPTION: The factional struggles that marked the Federalist period as an "age of passion" (Marshall Smelser) brought to the surface of American political discourse the dilemma of how, in the wake of violent revolution, conflict and opposition were to be managed. In the same decade that the people of the new republic were beginning to understand in visceral ways that the promises of the founding did not extend to all (excluding from its guarantees of life, liberty, and the pursuit of happiness African Americans, Native Americans, and women of all races), the American novel came into being as an indigenous literary form. Deploying a multitude of competing voices without, in effect, being subject to charges of libelous sedition early republican fiction became a cultural locus for the staging and acting out of political conflict.

This course will explore the proposition that in the 1790s, those fictional genres noted for their impassioned excess provide the key for understanding certain forms of dissent that have become inexpressible at the level of both political discourse and public oratory. The melodramatic, the sentimental, and most importantly, the Gothic narratives of the period function as an alternate chronicle, asserting through fictional form an emotional history of the Federalist period. With their sensational effects and theatrical tableaux, these narratives give emphatic visibility and powerful voice to those Americans who "do not count" in conventional political terms, providing such excluded figures, and most specifically women, with an alternative language for articulating what has become unspeakable at the level of public expression.

This fiction enacts, symptomatically, through its discontents -- disruptions, displacements, repetitions, and primal scenes -- an alternative account of what might be called the manifest narrative of the founding. That the early American novel celebrates the "power of sympathy" as a positive form of social cohesion, particularly among women, becomes increasingly suspect as the decade unfolds; as the books we take up in the course progress from *The Power of Sympathy* and *Charlotte Temple* through Charles Brockden Brown's *Wieland* and *Ormond*, we can already trace the way in which violence and terror, rather than fellow feeling, underlie such fantasies of communal connection.

We will begin our study by looking at Jefferson: *The Declaration of Independence*, and the Constitution, as well as at selections from relevant works of American and English political theory that put our inquiry in a larger context--Hamilton, Madison, and Jay: *The Federalist Papers*; Burke: *Reflection on the Revolution in France*; Adam Smith: *The Theory of Moral Sentiments*; Wollstonecraft: *Vindication of the Rights of Women* and *Memoirs*; we will then turn to selected works of fiction from the period in order to consider the ways in which the representation of affective practices gives vital form to political dissent in an era of factional anxiety. The range of novels will depend upon their availability and will be chosen from: W.H. Brown: *The Power of Sympathy*; Rowson: *Charlotte Temple*; Foster: *The Coquette*; and C.B. Brown: *Wieland*.

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Chemistry

Joseph T. Hupp & Chad A. Mirkin

Chemistry A02

GENERAL INORGANIC CHEMISTRY

Time: Lecture MTWThF 9:00 or 10:00

Lab times will vary

Office Address: Joseph Hupp Tech 3895; Chad Mirkin Tech B019B

Phone: Joseph Hupp 491-3504; Chad Mirkin 491-2907

Expected Enrollment: 150 per lecture section

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

Office address: Tech NG91

Phone: 491-3104

Expected enrollment: 240

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.

TEXT: Principles of Chemistry, Oxtoby and Nachtrieb, latest edition.

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

Barry Coddens, Amanda Martin-Esker

Chemistry B10-2

ORGANIC CHEMISTRY

Time: MTWThF 10:00, 11:00 or 1:00

Office address: Coddens: Tech 3803, Martin-Esker: Tech 1696

Phone: Coddens: 467-4016, Martin-Esker: 467-1196

Expected enrollment: 150 per lecture section

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

Office Address: 3001 Tech

Phone: 491-3441

Expected enrollment: 65

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, quizzes, 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

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

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, Chromatographic Methods, latest edition.

Peter C. Stair

Chemistry C42-1

THERMODYNAMICS

Time: 11:00 MTWThF

Office address: Catalysis 217

Phone: 491-5266

Expected enrollment: 130

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 periodic quizzes, several mid-term examinations, and a final examination.

TEXT: Atkins, Physical Chemistry, 5th edition.

Eric Weitz

Chemistry C42-2

QUANTUM MECHANICS AND SPECTROSCOPY

Time: MThF 11:00

Office address: Tech B857

Phone: 491-5583

Expected enrollment: 50

COURSE DESCRIPTION: Quantum mechanics is developed with applications to atomic and molecular electronic, 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 based on two mid-term examinations, a final examination, and homework assignments.

ctec@northwestern.edu

[Course Descriptions](#), [Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: November 7, 1995

Classics

Mary Wickersham

Classics 413 A01-2

ELEMENTARY LATIN

Expected enrollment: 35

Time: MTWF 11:00

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, midterm, and final exam.

TEXTS: F. Wheelock, Introduction to Latin, 5th ed.; Groton and May, Thirty-eight Latin Stories, 5th ed.; both available at Norris Center Bookstore. Handouts to be distributed in class.

Jeanne Ravid

Classics 413 B01-2

INTRODUCTION TO LATIN LITERATURE

Expected enrollment: 30

Time: MWF 10:00

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 by introducing the student to major works of Latin literature. The CAS foreign language requirement may be met either by earning a grade of B+ or better in this or any other Latin B01 course, or by earning a grade of C- or better in the third of three Latin B01 courses.

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: 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, paper, midterm, and final exam.

TEXTS: Plautus, Curculio: Introduction and Notes by John Wright, and Plautus: The Pot of Gold and Other Plays, tr. E.V. Watling (Penguin Classics) - both books available at Norris. Course packet of selected scenes from plays of Plautus - available through the Classics Department.

Ahuvia Kahane

Classics 413 C10-0

READINGS IN LATIN LITERATURE

Expected enrollment: 10

Time: MWF 9:00

Office: Kresge 14

Phone: 491-8047

COURSE DESCRIPTION: We will read the Satyricon by Petronius Arbiter and consider a broad range of critical issues related to this extraordinary, irreverent, learned, funny and serious work. the course is complemented by a course on the Ancient Novel (taught in translation) and is a continuation of the course on Apuleius' Metamorphoses given in the Fall Quarter 1995-96 (although attendance at either of these two latter courses is not a requirement of the present course.

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

TEACHING METHOD: Discussion and informal lectures.

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

TEXTS: Petronius Arbiter, Satyricon; course reader.

Jeanne Ravid

Classics 414 A10-0

A STUDY OF SCIENTIFIC VOCABULARY THROUGH CLASSICAL ROOTS

Expected enrollment: 35

Time: See secretary in Kresge 18

Office: Kresge 9

Phone: 491-8043

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.

PREREQUISITES: Sophomore standing. P/N allowed. Permission of Department required: see secretary in Kresge 18. Attendance at first class mandatory.

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

Robert Wallace

Classics 414 B11-0

CLASSICAL GREECE

Expected enrollment: 120

Time: TT 9:00-10:30

Office: Kresge 11

Phone: 491-8042

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.

John Wright

Classics 414 B40-1

LITERARY ACHIEVEMENT OF GREECE AND ROME:

HOMER AND HELLENISM

Expected enrollment: 40

Time: MWF 2:00

Office: Kresge 17

Phone: 491-8039

COURSE DESCRIPTION: A study of the epic tradition, particularly Homer, and how it affected the Greeks' view of themselves during the formative Archaic period through the age of Aeschylus. "Homer and Hellenism" qualifies as a CAS distribution course in Area VI (Literature and Fine Arts).

PREREQUISITE: None. P/N not allowed.

TEACHING METHODS: Lecture and discussion.

EVALUATION: One mid-term exam, one paper (6-8 pp.), and a final examination.

TEXTS: Lattimore, tr., Homer's Iliad; Lattimore, tr., Homer's Odyssey; Lattimore, tr., Greek Lyrics; Rawlinson, tr., Herodotus' The Persian Wars; Lattimore, tr., Aeschylus' Oresteia; H.D.F. Kitto, The Greeks.

Ahuvia Kahane

Classics 414 B44-0

THE ANCIENT NOVEL

Expected enrollment: 30

Time: TT 1:00-2:30

Office: Kresge 14

Phone: 491-8047

COURSE DESCRIPTION: The novel is often thought of as a late development in the history of Western literature. And yet we possess a small number of extant ancient Greek and Latin works that can only be described as "novels". These are tales of extraordinary adventure, travel, romance and fantasy. They are witty, racy, sexy, learned, slippery, entertaining, instructive, "modern," and indeed "post-modern" narratives. Using a broad variety of contemporary critical approaches we will consider this unique "beginning before the beginning" of the genre "novel," reading Petronius' Satyricon (the story of a love triangle and of wanderings in the provinces of the Roman Empire), Apuleius' The Golden Ass (the story of how Lucius was turned into an ass because of his unnatural curiosity), Longus' Daphnis and Chloe (an innocent tale of bucolic love between Daphnis and Chloe) and Heliodorus' Aethiopica (the incredible adventures of two lovers as they wander around the Mediterranean - pirates, bandits, rescues, noble deeds and much more...).

PREREQUISITE: None. P/N not allowed.

TEACHING METHOD: Lecture and informal discussion.

EVALUATION: Class participation and attendance, short quizzes, midterm, and either a final exam or final paper (to be determined).

TEXTS: Selections from Apuleius' The Golden Ass, Heliodorus' aethiopica, Longus' Daphnis and Chloe, and Petronius' Satyricon; course reader.

John Wright

Classics 415 A01-2

ELEMENTARY GREEK

Expected enrollment: 15

Time: MWF 1:00

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

John Wright

Classics 415 B01-2

INTRODUCTION TO GREEK LITERATURE

Expected enrollment: 5

Time: MWF 12:00

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)

Daniel Garrison

Classics 415 C01-0

READINGS IN GREEK LITERATURE

Expected enrollment: 9

Time: TT 9:00-10:30

Office: Kresge 13

Phone: 491-8041

COURSE DESCRIPTION: Authors and topics arranged in a three-year cycle. The readings for Winter, 1996, will be arranged to meet the academic needs of the students enrolled.

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: To be determined.

[Course Descriptions, Evanston Campus Registration
Northwestern University](#)

Last Updated: November 7, 1995

Comparative Literary Studies

Olivia Holmes

CLS A04-6

FRESHMAN SEMINAR:

MEDIEVAL LYRIC AND ROMANCE: LOVERS AND WANDERERS

Time: MW 12:30-2:00

Office Address: 105A Kresge

Office Phone: 1-8271

COURSE DESCRIPTION: In the Middle Ages, there were two major models for literary production: one was the song, which tended to be in the first person and to emphasize a static situation (usually unrequited love), and the other was the romance narrative, told in the third person, typically about an "errant knight" wandering in the forest and having various adventures. We will examine examples of these two kinds of literary production, and then explore how a number of late medieval writers experiment with the conventions of lyric and romance, bridging these two modes in interesting ways.

TEACHING METHOD: Lecture and Discussion

READING LIST:

Xeroxed packet (mostly selections of poetry)

Chretien de Troyes, Lancelot; or, the Knight of the Cart and Yvain; or, the Knight with the Lion

Guillaume de Lorris, The Romance of the Rose (Part I)

Dante Alighieri, Vita Nuova

Juan Ruiz, The Book of Good Love

Giovanni Boccaccio, Decameron (selections)

EVALUATION: Grades will be based on participation, a class presentation, and a series of 3 short papers of 2-3 pages, one of which will be revised and expanded into one longer paper of 5-7 pages.

Christine Froula

CLS B01-1

WESTERN EUROPEAN LITERATURE:

TRADITION AND TRANSFORMATION

Time: MWF 11:00-12:00

Office Address: 308 University Hall

Office Phone: 1-3599

Enrollment: 130

COURSE DESCRIPTION: This course interweaves selected classics of the Western European literary tradition from Homer and Genesis forward with modern transformations of these traditional stories. We'll consider ways of approaching some of the books that form the "Great Tradition" of Western Europe; and we'll explore that tradition as a cultural conversation in which these and many other texts and voices (up to and including your own essays and exams) participate as they inherit, debate, and transform aspects of the cultural past for ends involving cultural mythmaking and social authority as well as literary value. We will take up many issues in this cultural dialogue: what kinds of values are at stake in representing cultural "beginnings" and "ends"; what a literary tradition is and how it works; what happens to stories as they are shaped and reshaped into tragedy, origin myth, epic, romance, and other kinds of literature; and how cultural myths play out versions of larger struggles within their artistic, social, and political contexts. Texts will be chosen from the following tentative list: Homer's Iliad and Odyssey, Genesis, Aeschylus's Oresteia, Sophocles' Oedipus Rex and Antigone, Euripides' The Bacchae, Ovid's Metamorphoses, Dante's Divine Comedy, Christine de Pizan's Book of the City of Ladies, Shakespeare's A Midsummer Night's Dream, Cervantes' Don Quixote, Racine's Phedre, Milton's Paradise Lost, Goethe's Faust, Rousseau's Confessions, Joyce's Ulysses, Virginia Woolf's Between the Acts. P/N not allowed. Attendance at first class mandatory.

TEACHING METHOD: lecture and discussion.

EVALUATION: informed participation in discussion, two 5-page papers, final examination.

Dario Fernandez-Morera

CLS B13-0

INTRODUCTION TO FICTION: LITERATURE and LIBERTY

Time: T Th 9:00- 10:30

Office Address: 244 Kresge

Phone: 491-8281

Expected Enrollment: 30

COURSE DESCRIPTION: We will examine selected works of fiction that illustrate the possibilities of the novel as a critique of the non-textual world. Close attention will be paid to the philosophic, socioeconomic, historical and cultural assumptions and contexts of the texts. Attendance at first class mandatory. No P/N allowed.

EVALUATION: Classwork and a final.

METHODOLOGY: Lecture/discussions

TENTATIVE READINGS:

Zamyatin, We

Heinlein, The Moon is a Harsh Mistress

Fyodor Dostoyevsky, *The Demons*
George Orwell, *Nineteen Eighty Four*
Secondary contextual readings.

Phyllis Lyons

CLS B71-4

JAPANESE LITERATURE IN TRANSLATION: MODERN JAPANESE WOMEN WRITERS

Time: TTh 10:30-12

Office Address: Kresge 362

Phone: 491-2766

Expected enrollment: 30

COURSE DESCRIPTION: Few women writers are included in standard lists of the major canonical writers of the modern Japanese literary tradition. But especially since the 1960s, women make up a significant proportion of the most interesting contemporary writers. This course, in a sense a continuation of B71-3 (Modern Japanese Literature), introduces a number of these newer creative voices, many of whom have won the major literary prizes in the past several decades. In their stories, we see women meeting--sometimes triumphantly, often with great difficulty--the challenges of a changing social order. No prerequisites. All readings in English translation.

EVALUATION: Participation in class discussion; two short papers (4 pp.); one long final paper (10-12 pp.)

READING LIST: Birnbaum, *Rabbits, Crabs, Etc.*

Tanaka and Hanson, *This Kind of Woman*

Lippit and Selden, *Contemporary Japanese Women Writers*

Setouchi, *The End of Summer*

Enchi, *Masks*

Tsushima, *Child of Fortune*

Yoshimoto, *Kitchen*

Wen-Hsiung Hsu

CLS B74-2

CLASSICAL CHINESE FICTION

Time: MW 3:00-4:30

Office: 348A Kresge

Phone: 491-2768

Enrollment: 30

COURSE DESCRIPTION: This course is designed to introduce students to some of the major trends and developments in Chinese fiction written during the pre-modern era. We shall be examining selected short stories and novels in translation, focusing on the artistic merits and cultural contents of these works. The first half of the quarter will be devoted to lectures on the evolution of Chinese fiction from its rise in the T'ang dynasty (618-907) to the late 19th century. Among the works to be studied will be excerpts from Water Margin (a picaresque novel), Monkey (an allegorical novel), and Chin P'ing Mei (a social novel) along with several important short stories. The second half of the quarter will focus on the discussion of China's most critically acclaimed novel, The Story of the Stone (Dream of the Red Chamber), which is generally considered to be the best single book for people to understand Chinese culture and society.

PREREQUISITES: None; no knowledge of Chinese language required.

TEACHING METHOD: A syllabus detailing the schedule of lectures and readings will be given to the class at its first meeting. The course will involve lectures and discussion. Lectures will address recurrent themes and general trends of Chinese fiction without duplicating the discussion of assigned readings.

EVALUATION: Participation in class discussion, a mid-term exam, a take-home final, and a term paper.

READING:

Tang Dynasty Stories

C.T. Hsia The Classic Chinese Novel

Cao Zueqin The Story of the Stone

Y.W. Ma, Ed. Traditional Chinese Stories: Themes and Variations

Richard Lepine

CLS B76-0

AFRICAN LITERATURE IN TRANSLATION:

GENRES OF AFRICAN VERBAL ART

Time: TTh 2:30-4:00

Office Address: 350 Kresge Hall

Phone: 491-2765

Expected Enrollment: 35

COURSE DESCRIPTION: The course is a survey of various genres of African oral verbal arts and their relation to contemporary African verbal arts in other media: the riddle, proverb, lyric poem, heroic poem, tale, and epic as they relate to written and electronic media-forms like the short story, novel, and dramatic and cinematic "texts" of various types. Descriptions of these generic categories, historical and cultural background information, and explorations of reading strategies will be presented in lecture periods, but class meetings are also intended as opportunities for questions and discussion. Some audio-visual materials will be used as well. All texts for the course are in English. It

is meant to be introductory in nature. There are no prerequisites, and P/N is not allowed.

EVALUATION: There will be three brief (5-10 page) writing assignments meant to enhance classroom work and provide another outlet for individual creativity. There will also be a few short, less formal, in-class writing exercises. On the last class day, there will be an "open book" summary examination consisting of brief essay questions. Participation in class is considered in the evaluation process.

READING LIST: Translated text versions of a number of oral and written verbal arts performances, as well as a selection of critical/theoretical readings, will be made available in photocopy form. Other course texts are:

Alta Jablow, *Gassire's Lute [A West African Epic]*, Waveland Press, 1991.

Walter Ong, *Orality and Literacy*, Routledge/New Accents, 1989.

Harold Scheub, *The African Storyteller*, Kendall/Hunt Publishing, 1990.

Fa-Digi Sisk & John William Johnson, *The Epic of Son-Jara*, Indiana Univ. Press, 1992.

Books are available at Campus Used Books (1731 Benson Ave., runs parallel to Sherman, west of it) and Great Expectations (new copies of Ong and Sisk/Johnson; 911 Foster St.).

Marcia Gealy

CLS B79-0

MODERN JEWISH LITERATURE IN TRANSLATION

Time MWF 10

Office Address: 1902 Sheridan

Office Phone: 491-7414

Expected Enrollment: 30

COURSE DESCRIPTION: The purpose of this course is to study selected works of modern Jewish literature in the context of their historical background. We will focus on certain themes and stories in the Bible and in Jewish folklore as well as on particular events and movements in European, American, and Israeli history as a way of better understanding this literature. Though most of this literature dates from the later nineteenth and twentieth centuries, a study of eighteenth and nineteenth century intellectual and religious currents such as the Enlightenment, Jewish Mysticism, Zionism, and Socialism will help us to understand the literature in its changing historical and social context. Thus while some writers saw modern Jewish literature as a means of educating the masses to modern secular needs, others saw it as a means of reshaping older forms and religious values, while still others saw it as a means of reflecting timeless humanistic concerns. Among the writers we will read are Sholom Aleichem, I.B. Singer, Henry Roth, B. Malamud, Lore Segal, Cynthia Ozick, S.Y. Agnon, and A.B. Yehoshua.

TEACHING METHODOLOGY: Lecture and discussion

EVALUATION: Discussion, midterm, 10 page paper. No prerequisites. Attendance at first class mandatory.

Phyllis Lyons

CLS C13-0

STUDIES IN FICTION: THE WAGES OF WAR--SELF AND OTHER IN EXTREMITY

Time: TTh 2-3:30

Office Address: Kresge 362

Phone 491-2766

Expected enrollment: 25

COURSE DESCRIPTION: War is one of the elemental repeating experiences of human history. Often advertised as a defense of civilization, it is an extreme test of the limits of civilized behavior. Because social rules are stretched and often suspended, war presents challenges to the self that leave it in isolation, and force a defensive or aggressive definition of an "other" against whom the self may act with psychological safety. This course examines selves in several cultures under the pressure of warfare, and looks at the personal and social consequences of acts committed in "self-defense." No prerequisites. All readings in English or English translation.

EVALUATION: Participation in class discussion; two short papers (4 pp.); one long final paper (10-12 pp.).

READING LIST: Coetzee, Waiting for the Barbarians

Hersey, Hiroshima

Ooka, Fires on the Plain

Takeyama, Harp of Burma

Ibuse, Black Rain

Wright, Meditations in Green

Halsford, The Short-Timers

Kaiko, Into a Dark Sun

Douglas Cole

CLS C62-1

MODERN DRAMA

Time: TTh 1-2:30

Office Address: University 208

Office Phone: 1-3091

Enrollment: 30

COURSE DESCRIPTION: This is the first of a three quarter sequence in modern drama. This course treats the "first generation" of modernists at the end of the nineteenth and beginning of the

twentieth centuries: Henrik Ibsen, August Strindberg, George Bernard Shaw and Anton Chekhov.

EVALUATION: Students will be evaluated on the basis of participation in discussion, two 1250-word papers, and a final examination.

READINGS:

Ibsen: Ghosts, Rosmersholm, Hedda Gabler, The Wild Duck

Strindberg: Miss Julie, The Ghost Sonata

Shaw: Caesar and Cleopatra, Man and Superman, Heartbreak House Chekhov: The Seagull, Three Sisters, The Cherry Orchard

Martin Mueller

CLS C75-0

LITERATURE AND THE ARTS:

THE MUSICAL THEATER OF MOZART

Time: M W F 2:00-3:00

Office Address: 405 University Hall

Office Hours TTh 1:30-2:30

Office Phone: 467-1065

E-mail: martinmueller@northwestern.edu

Enrollment: 45

COURSE DESCRIPTION: Mozart was the first composer to harness all the resources of music and theatre into the composition of extended and variably paced dramatic structures that are, as he said of Don Giovanni, "dramas through music." His operas are also wonderfully accessible and highly sophisticated representations of late eighteenth-century culture. We will look at Idomeneo, The Abduction from the Seraglio, The Marriage of Figar, Don Giovanni, and The Magic Flute operas as a theatrical encyclopaeda of the European Enlightenment, and we will analyze closely, but in a non-technical manner, some of the ways in which Mozart constructs drama from words and music. No special musical knowledge is required; the ability to follow a vocal score is helpful, but not essential.

EVALUATION: Evaluation will be based on two papers. There will be a course packet with the text of the libretti. Recordings and video recordings of the operas are available in the Mitchell Media Centre and the Music Library; students will be expected to listen to at least two separate performances of each opera.

Barbara Newman

CLS C81-2

HISTORY OF LITERARY CRITICISM: PLATO TO THE RENAISSANCE

Time: M W F 10:00-11:00

Office Address: 304 University Hall

Office Phone: 1-5679

Enrollment: 30

COURSE DESCRIPTION: This course explores some of the major questions that preoccupied classical, medieval and Renaissance critics. For example, what did the ancients mean when they compared poets to oracles or madmen? Can the art of writing be learned, or does the inspiration have to come "from above" or "from within"? What is the ideal reader's relationship to the text--and must he always be male? Why did so many theorists believe fiction to be immoral and subversive? What arguments were used to defend the pleasures of reading and neutralize the "dangerous" text? Because the same issues remained central to literary theory throughout our two-thousand-year period, the course will be arranged thematically rather than chronologically. Readings will be theoretical works interspersed with examples of practical criticism and short literary texts to serve as case studies.

Teaching Method: Two lectures, one discussion per week.

Evaluation Methods: short papers, class participation, final essay.

Texts include: Charles Kaplan, ed., Criticism: Major Statements ; Augustine, On Christian Doctrine ; xerox anthology. Textbooks available at : Norris Bookstore.

Karen Pinkus and Jules Law

CLS C97-2

LITERARY STUDIES COLLOQUIUM:

SEXUALITIES AND POPULAR CULTURES

Time: TH 4:00-6:00

Office Address: Pinkus 126A Kresge; Law 313 University Hall

Office Phone: Pinkus 491-8255; Law 491-5526

Enrollment: 20

COURSE DESCRIPTION: What is "popular culture" and how does it reflect or reciprocate sexuality? What is its relation to "high" culture? Has there always been a popular culture, or is it a relatively recent phenomenon? Can we "analyze" rock'n roll lyrics, a cereal box, or a Calvin Klein ad in the same ways we analyze a poem, a painting or a sonata? How can we talk about "undocumented" popular practices such as oral histories, folk dances, or revival meetings? These are some of the questions we will consider during a year-long colloquium on the theme of sexualities and popular cultures. The colloquium will revolve 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 will also have the opportunity to meet in small groups with speakers in order to discuss their work in a closer and more informal setting. 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. Students should be reassured that the total reading and writing requirements for the course and total number of class hours (28 classroom hours and attendance at 4 talks) does not exceed the workload for a typical one-quarter course.

READINGS: TBA

ENGLISH MAJORS: This course fulfills Area I requirement

COMPARATIVE LITERARY STUDIES MAJORS: This is a required course

LIST OF SPEAKERS:

Lauren Berlant, Professor of English, University of Chicago, October 12

Laura Kipnis, Professor of Radio, Television & Film, Northwestern University, November 9

Jennifer Wicke, Professor of Comparative Literature, New York University January 11

David Halperin, Professor of Literature, M.I.T. , February 1

Whitney Davis, Professor of Art History, Northwestern University, April 11

Mary Poovey, Professor of English, Johns Hopkins University, May 9

**students may retake the colloquium up to two times for credit

Albert Russell Ascoli

CLS C98-0

SENIOR SEMINAR: THE BIRTH AND DEATH OF THE AUTHOR

Time: F 2-5

Phone: 491-5493 or 491-5490

e-mail: aascoli@northwestern.edu

Office: 127 B Kresge Hall

PREREQUISITES: This course enrollment is limited to senior majors in the Comparative Literary Studies program. Participants must attend a preliminary organizational meeting in the fall quarter.

COURSE DESCRIPTION: The purpose of this seminar is to encourage a collective approach to a topic of general interest by senior majors in the Comparative Literary Studies. During the first half of the course we will consider a basic historical and theoretical problem around which much literary and cultural debate has swirled from the origins of the Western tradition forward, and which is particularly associated with the idea of "modernity": namely the rise and fall, the figurative birth and

death, of the figure of the creative "author" and the social and juridical institution of "authorship". During this part of the course, guided by the instructor's particular interests, we will look at more and less canonical examples of this phenomenon from the 14th and 16th centuries (including selections from Dante, Petrarch, Christine de Pizan, Ariosto, Montaigne, Cervantes, and Shakespeare), the period when these concepts are usually assumed to have taken shape. In the second half of the course our focus will be determined by student research interests leading to in-class presentations and discussions of a final project. Such topics may include the evolution of the "author" in the dominant tradition up to the present "post-modern" crisis of authorship, the attempts by women and by various excluded groups either to contest or to appropriate the tradition, the very different concepts of writing that appear in non-western cultures, and so on. Students will be encouraged to develop work already undertaken in previous CLS or other courses. Readings for this portion of the course will be decided by the group during the fall quarter..

METHOD OF INSTRUCTION: seminar format--presentations and discussion

EVALUATION: based on discussion, student presentations, and a final project culminating in a 15-20 page term paper.

Karen Pinkus and Jules Law

CLS D01-2

LITERARY STUDIES COLLOQUIUM:

SEXUALITIES AND POPULAR CULTURES

Time: TH 4:00-6:00

Office Address: Pinkus 126A Kresge; Law 313 University Hall

Office Phone: Pinkus 491-8255; Law 491-5526

Enrollment: 15

COURSE DESCRIPTION: What is "popular culture" and how does it reflect or reciprocate sexuality? What is its relation to "high" culture? Has there always been a popular culture, or is it a relatively recent phenomenon? Can we "analyze" rock'n roll lyrics, a cereal box, or a Calvin Klein ad in the same ways we analyze a poem, a painting or a sonata? How can we talk about "undocumented" popular practices such as oral histories, folk dances, or revival meetings? These are some of the questions we will consider during a year-long colloquium on the theme of sexualities and popular cultures. The colloquium will revolve 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 will also have the opportunity to meet in small groups with speakers in order to discuss their work in a closer and more informal setting. 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. Students should be reassured that the total reading and writing requirements for the course and total number of class hours (28 classroom hours and attendance at 4 talks) does not exceed the workload for a typical one-quarter course.

READINGS: TBA

LIST OF SPEAKERS:

Lauren Berlant, Professor of English, University of Chicago, October 12

Laura Kipnis, Professor of Radio, Television & Film, Northwestern University, November 9

Jennifer Wicke, Professor of Comparative Literature, New York University January 11

David Halperin, Professor of Literature, M.I.T. , February 1

Whitney Davis, Professor of Art History, Northwestern University, April 11

Mary Poovey, Professor of English, Johns Hopkins University, May 9

**students may retake the colloquium up to two times for credit

ctec@northwestern.edu

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[Northwestern University](#)

Last Updated: November 6, 1995

Economics

Jonathan Powers

Economics A01

Government Intervention in the Economy

Time and Day: TTh 1:00 to 2:30

Office Address: 202 Andersen Hall

Office Telephone: (708) 491-8233

Expected Enrollment: 15

COURSE DESCRIPTION: This course seeks to examine arguments for and against government intervention in the economy. We will begin by exploring this question from a theoretical perspective. Does government intervention destroy the efficiency of a free-enterprise system and subvert political liberties, or does it preserve economic and political stability by mitigating inequalities and promoting prosperity? We will then examine specific instances of government intervention or nonintervention and discuss the appropriateness of the government action. Topics likely to be discussed include environmental and natural resource problems, such as pollution and overfishing, minimum wage legislation, and education.

TEACHING METHOD: Mostly discussion, including student presentations.

METHOD OF EVALUATION: Course grade will be based upon performance on written assignments (4 short 4 to 5 page papers and one longer paper) and class participation.

READING LIST (Tentative):

Milton Friedman, Capitalism and Freedom

Arthur Okun, Efficiency and Equality and selected other readings and papers.

Phillip Swagel

Economics B01

INTRODUCTION TO MACROECONOMICS

Winter 1995

Office Address: Rm. 209 AAH

Office Phone: 491-8219

Time: MTW 2p, ThF 2p Discussion Sections

COURSE DESCRIPTION: An introduction to economics with an emphasis on macroeconomics. Topics include: supply and demand, competition vs monopoly, inflation, unemployment, recessions, booms, fiscal and monetary policy, budget deficits, international trade, exchange rates, taxation, and

productivity.

PREREQUISITES: An ability to do algebra and draw graphs.

TEACHING METHOD: Lectures, TA sections.

GRADING: Two midterms, weekly quizzes in sections, one final exam. The exams will be heavily oriented toward multiple choice with some graph drawing and essay writing.

TEXT AND READINGS:

Baumol and Blinders's Macroeconomics, 6th edition.

Krugman's The Age of Diminished Expectations, 2nd edition.

Packet of readings.

Robert M. Coen

Economics B01

Introduction to Macroeconomics

Office Address: Andersen 316

Phone: 491-8207

Expected enrollment: 150

COURSE 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.

READINGS: W. J. Baumol and A. S. Blinder, Macroeconomics: Principles and Policy, 6th edition
Economic Report of the President, February 1994 Other short selections

Judith K. Hellerstein

Economics B02

INTRODUCTION TO MICROECONOMICS

Office: 211 Andersen Hall

Phone: 491-8224

Email: jkhstein@northwestern.edu

Time: MTW 12, section ThF

COURSE DESCRIPTION: This course provides an introduction to microeconomics and examines the decision making of firms and individuals and their interaction via markets. Among the topics that may be covered are: consumer demand and firm supply; cost and production; input markets; imperfect competition; market failures and the role of government; labor markets; current issues.

PREREQUISITES: B01

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

EVALUATION: Two midterm exams and a comprehensive final exam. There will also be several homeworks which may count in borderline cases.

Alan M. Taylor

Economics B02

INTRODUCTION TO MICROECONOMICS

Office: 311 Andersen Hall

Phone: 491-8234

Email: amt@northwestern.edu

Time: MTW 11, Section ThF 11

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

PREREQUISITES: B01 is recommended.

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

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

exam.

TEXT: Karl E. Case and Ray C. Fair, Principles of Microeconomics, 3rd edition, Prentice Hall, 1994. The text is required. The accompanying study guide is strongly recommended.

Tim Conley

Economics B81

Introduction to Applied Economics and Forecasting

Office Address: Andersen Hall - Rm. 210

Phone: 491-8266

Time: MTW 12, Discussion Th 11/F 12

COURSE DESCRIPTION: The purpose of this course is to provide students with the ability to conduct empirical tests of economic theories. Specific topics will include basic data analysis, regression analysis, and forecasting. Problem sets will provide students with an opportunity to use actual data to test economic theories.

PREREQUISITES: Economics B80 or Statistics B10

READINGS: TBA

EVALUATION: TBA

Wolfgang Pesendorfer

Economics C06-2

INTERNATIONAL FINANCE

Time: MW 11:00-12:30

Office Address: Leverone Hall, Rm. 381

Phone: 491-2529

COURSE DESCRIPTION: An introduction to the economics of international financial markets and exchange rate determination. Topics include: instruments and institutions of international financial markets, portfolio choice and foreign exchange markets; currency options and option pricing; the role of purchasing power parity, interest rates, and expectations in determining exchange rates.

PREREQUISITES: Economics C10

TEACHING METHOD: Two lectures per week.

EVALUATION: Problem sets, one midterm exam and a final exam.

READINGS: TBA

Rebecca Stein

Economics C07

THE ECONOMICS OF MEDICAL CARE

Time: TTh 9-10:30

Office Address: 202 AAH

Office Phone: 491-8233

Expected Enrollment: 65

COURSE DESCRIPTION: This course will consider the health sector as an economic market. The subject lends itself to both theoretical and empirical research and is therefore a wonderful chance to learn how these two aspects of economics come together to increase our understanding and knowledge of "The real world". Topics will include: the similarities and differences between health and other economic goods; the role of medical insurance; health care regulation; and the structure of the health industry today (hospitals, H.M.O.' and P.P.O.'s). The course will conclude with a review of current suggestions for health care reform including some reforms already taking place in various states.

PREREQUISITES: C10-1

TEACHING METHOD: Primarily by lecture and class discussion.

METHOD OF EVALUATION: Evaluation will be based on homework, a mid-quarter examination and a final examination.

REQUIRED READINGS: Phelps, Charles E., HEALTH ECONOMICS, A reading packet, Newspapers and weekly magazines (the more, the better).

Martin Eichenbaum

Economics C08

Money and Banking

Office Address: Rm. 314 AAH

Phone: 491-8232

Time: MW 2-3:30

COURSE DESCRIPTION: This course will consist of three broad areas of study. First, we'll consider the fundamentals of financial markets. Included here will be the study of the behavior of interest rates and a brief overview of financial institutions. Second, we'll study the Federal Reserve

System, the money supply process and the conduct of monetary policy. The third area of study consists of monetary theory.

PREREQUISITES: Economics B01.

TEACHING METHOD: Three lectures with some discussion per week.

EVALUATION: There will be a midterm and a final exam which will be weighted about equally in the final grade. Homework assignments, which are intended to aid the student's understanding and will count only in marginal cases, may be given periodically.

READINGS: TBA

Professor Ronald R. Braeutigam

Economics C10-1, Winter Quarter 1995-96

Microeconomic Theory

Time: Lectures MTW 9:00, Discussion Sections Th, or F 9:00

Office Address: Andersen 217

Telephone: 491-8243

Expected Enrollment: 120

COURSE DESCRIPTION: This course is concerned with the analysis of consumer and producer choice in market economies and with the nature of equilibria in competitive, monopolistic and imperfectly competitive markets.

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

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

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

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

Jusso Valimaki

Economics C10-2

INTERMEDIATE MICROECONOMICS

Office: 378 Leverone Hall

Phone: (708) 491-8227

Time: MTW 1p, Discussion T or F 1p

COURSE DESCRIPTION: This course will survey central topics in microeconomic theory that are typically not reached in C10-1. The emphasis is on elementary presentation of some of the main ideas of relatively recent advances in microeconomics. Among the topics covered are: Imperfectly competitive markets, elementary applications of game theory to economics and some economic consequences of uncertainty imperfect information.

PREREQUISITES: Econ C10-1, Math B14-1 and 2 or their equivalent.

TEACHING METHODS: Lectures

TEXT: TBA

Professor L. Christiano

Economics C11-1

Macroeconomics

Time: MTW 2p, Discussion Sections, Th or F-2

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 C23

AMERICAN ECONOMIC HISTORY

Time: MW 2-3:30

Office Address: Andersen 311

Phone: 491-8234

Expected enrollment: 60

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-- Hughes, J. R. T., and L. P. Cain. American Economic History. 4th ed. New York: HarperCollins, 1993. Atack, J., and P. Passell. A New Economic View of American History. 2nd ed. New York: W. W. Norton, 1994.

Chris Udry

Economics C-25

ECONOMIC DEVELOPMENT

Time: MW 2-3:0

Office Address: Rm. 203 AAH

Phone: 491-8235

COURSE DESCRIPTION: This course is intended to provide an introduction to theories of economic development in the Third World and their implications for national and international economic policy. This year, the course will include a special emphasis on labor markets in developing economies. 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.

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

TEACHING METHOD: Lectures, discussion sections.

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

READING LIST: TBA

Prof. James Montgomery

Economics C30

ECONOMIC ANALYSIS AND THE SOCIAL SCIENCES

Time: TTh 10:30-12N

Office: Andersen - Rm. 307

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: Becker, Gary S. A Treatise on the Family. Harvard University Press, Elster, Jon. Nuts and Bolts for the Social Sciences. Cambridge University Press, Thaler, Richard H. The Winner's Curse: Paradoxes and Anomalies of Economic Life. Princeton University Press.

Prof. James Montgomery

Economics C39

LABOR ECONOMICS

Time: TTh 1-2:30
Office: Andersen 307
Phone: 491-8223

COURSE DESCRIPTION: This course provides an introduction to labor economics. Students will learn the microeconomic models used by economists to understand the behavior of workers and firms. Topics to be discussed will include labor supply, education, wage determination, unions, discrimination, and unemployment. Special attention will be paid to the assumptions underlying economic models, as policy decisions are often based upon these assumptions. "Non-standard" models of the labor market such as search theory and efficiency-wage models will also be discussed.

PREREQUISITES: Economics C10

TEACHING METHOD: Two lectures per week.

Paul Mannone

Economics C49

INDUSTRIAL ECONOMICS

Time: TTh 10:30-12

Office Address: G-293 Andersen Hall

Phone: 491-8216

Expected Enrollment: 65

COURSE DESCRIPTION: The objective of this course is to extend the analysis introduced in Economics C10 to help explain the characteristics of various markets, and the decision and performance of firms within those markets. Specific market structures that will be examined include: markets where one firm is dominant; markets where several large firms compete vigorously; and markets where there are many firms each producing slightly differentiated products. Elementary game theory will be introduced to facilitate the analysis of these structures. Topics that will be considered include pricing strategies to deter potential competitors, choice of quality and the variety of products to produce, advertising, and product innovation. The emphasis of the course is on how actual market conditions can be interpreted using economic theory and models.

PREREQUISITES: Economics C10-1, Mathematics B14-1 and B14-2, and Statistics B10 or equivalent. A knowledge of basic regression techniques will be useful.

TEACHING METHODS: Two lectures a week. Problem sets may also be assigned to be worked on in the student's own time.

EVALUATION: Evaluation will be based on a final examination (40% of the total marks), and two mid-term examinations (30% each). If problem sets are assigned and graded, they will be worth 10% of the final course grade, and the weight of the mid-term examinations will be reduced to 25% each.

TEXT: Dennis W. Carlton and Jeffrey M. Perloff, Modern Industrial Organization, Harper Collins.

Ronald R. Braeutigam

Economics C55

Economics of Transportation Planning and Policy

Time: MW 11:00-12:30

Office Address: Andersen 217

Telephone: 491-8243

Expected Enrollment: 60

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

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

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

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

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

Economics C60

FOUNDATION OF CORPORATE FINANCE

Office Address: Rm. 302, AAH

Office Phone: 491-8239

Time: TTh 1-2:30

COURSE DESCRIPTION: This course deals with the financial management of corporations. We start with a discussion of how corporations evaluate investment projects, through discounting and risk analysis techniques. Then, we will discuss financing decisions, i.e., from which sources, and in what form, should funds be raised for investment. Finally, we will analyze other financial policies such as dividend payments, bankruptcy filings, and mergers & acquisitions.

PREREQUISITES: Economics C10-1, Mathematics B14-1, and Statistics B10 or equivalent. Economics B81 or a knowledge of basic regression analysis will be useful.

EVALUATION: Your grade will be based on two midterms (30% each) and a final (40%). There will be regular homework assignments due that will be used to decide marginal cases.

READING: The textbook for the course is "Fundamentals of Corporate Finance" by Brealey, Marcus, and Myers, McGraw-Hill (1995).

Jonathan Powers

Economics C70

ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS

Time: TTH 10:30-12:00

Office: 202 Andersen Hall Phone: 491-8233

COURSE DESCRIPTION: This course uses economic theory to examine environmental and natural resource problems and policies. The first section of the course provides a theoretical framework to understanding environmental problems as economic problems and to explore economic solutions to environmental problems. The focus will be on the critical role economic incentives play in producing environmental degradation and should play in designing environmental policies to combat environmental degradation. The theoretical framework developed will then be used to evaluate specific environmental problems and policies. Topics to be discussed in the class include: externalities and the role of property rights, common property problems, pollution and pollution control, renewable and nonrenewable resource management, water allocation and the management of public lands.

PREREQUISITES: Economics C10 and Math B14-1.

METHOD OF EVALUATION: Problems sets, one midterm exam, a cumulative final exam and possibly, a short research paper.

TEACHING METHOD: Two lectures per week.

READINGS: Tientenberg, Environmental and Natural Resource Economics, 3rd. Edition, HarperCollins, 1992 (expected) and a packet of selected readings.

Ennio Stacchetti

Economics C80-1

INTRODUCTION TO MATHEMATICAL ECONOMICS

Time: MW 8:30-10:00

Office: Andersen Hall - Room 208

Phone: 491-8222

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 12:30-2:00

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.

READING LIST: T. Amemiya, INTRODUCTION TO STATISTICS AND ECONOMETRICS,

Harvard, E. Berndt, THE PRACTICE OF ECONOMETRICS, Addison Wesley, and selected readings.

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Last Updated: November 8, 1995

English

Expository Writing A05-0

Section	Day	Time	Instructor
21	MWF	9	Carmichael
22	MWF	10	Arnell
23	MWF	10	Dujardin
24	MWF	11	Balzer
25	TTh	1-2:30	Paden
26	MWF	1	Yarnoff
27	MWF	2	Kraus

COURSE DESCRIPTION: Expository Writing is designed for any student who wants a strong introductory course in college-level writing.

TEACHING METHOD: Class meetings are conducted as seminar discussions and workshops. In addition, the instructor meets regularly with students in individual conferences.

METHOD OF EVALUATION: Students write three or four extended pieces of expository writing, developing each through a process of planning, drafting, revising, and editing. Students also complete several briefer exercises in which they experiment with specific writing techniques or use informal writing as a tool for exploring ideas.

Intermediate composition B05-0

COURSE DESCRIPTION: Intermediate Composition is designed for students with some experience in college-level writing who want to continue to develop their ability as writers.

TEACHING METHOD: Class meetings are conducted as seminar discussions and workshops. In addition, several times during the quarter the instructor meets with students in individual conferences. (See below for descriptions of individual sections.)

METHOD OF EVALUATION: Students undertake three or four writing projects, developing each through several drafts and revisions. Students learn techniques for establishing and maintaining focus in their writing, organizing and developing analyses and arguments, and producing clear, direct prose.

Attendance at first class mandatory.

Phyllis Lassner

Section 20

Time: MWF 9:00

Course Description: This intermediate writing course focuses on relationships between writers' cultural identities, their social concerns, and their readers. Readings in various genres, from argumentative essays to short stories, by writers from around the globe, are designed to generate interest in the different approaches writers can take to present, interpret, and argue issues that concern us in and beyond the university. Discussion and short written responses lead to three essays, emphasizing revision through peer review and individual conferences.

Ellen Wright

Section 21

Time: MWF 10:00

Course Description: This course is designed to give students control over their writing, to help them write clearly, precisely, and coherently. We will analyze writing strategies and techniques, and we will carefully go over the "rules" -- and when a confident writer might want to play around with, or break, them. The papers will be varied and geared to life both in and out of the academy. Students will complete several exercises, two short papers, and two longer papers. All papers will be rewritten, in consultation with the instructor, until the students are satisfied with them.

Penny Hirsch

Section 22

Time: MWF 10:00

Course Description: This section of English B05 is designed to help students improve their writing so that they can write more effective and satisfying essays and reports. As we study the writing process, we will also study the essay as a genre. Students will write at least three essays or reports, putting each through several revisions. In class, students will exchange ideas with others, practice strategies for revision, react to works-in-progress, and share completed projects. Students will also exchange drafts and comments on the internet. Attendance is required; books are available at Norris.

Marcia Gealy

Section 23

Time: MWF 11

Course Description: The philosophy behind this course, to use Donald Hall's words, is that "reading well precedes writing well." Students will read exemplary models of expository prose as a way of provoking ideas and encouraging effective written communication. Some of the authors we shall study are Annie Dillard, Walker Percy, Frank Conroy, and Eudora Welty. In addition to Hall's *The Contemporary Essay*, we shall use *Writing Well*, a composition text that emphasizes writing as discovery.

Jean R. Smith

Section 24

Time: MWF 11

Course Description: This course is designed for students who enjoy writing or want to learn to enjoy it. We will concentrate on four major essays, which will be revised after conferences with the instructor. One essay, for example, will be an in-depth analysis of a magazine; another will be a research-based definition. The class will be conducted as a workshop in which students act as readers and editors for their colleagues.

Edith Skom

Section 25

Time: TTH 1:00-2:30

Course Description: This course concentrates on argument -- writing to advance a thesis. Students will write and revise three essays that advance a clear, interesting, and logical argument. Each essay involves primary research into an interesting topic. Attendance at the first class -- and all other classes-- is required.

Charles Yarnoff

Section 26 - Technical Writing

Time: MWF 10

Course Description: This course will concentrate on practical techniques for presenting technical information clearly, concisely, and accurately. Students will complete a number of papers and exercises designed to improve their skill in writing reports, business letters, summaries, and professional memoranda. We will not concentrate on academic papers. The class will follow a workshop format: students will bring drafts of their writing to class and work together on revising and editing. Students will also meet several times with the instructor for individual conferences. PLEASE NOTE: For this section only, permission of the instructor is required. Contact instructor through the Writing Program Office, 1902 Sheridan Road, 491-7414.

Reading & Writing Poetry - B06

Section 20	James Armstrong	MWF 10
Section 21	Joanna Anos	MW 2-3:30
Section 22	Tony Eprile	TTh 1-2:30

COURSE DESCRIPTION: An introduction to the major forms of poetry in English from the dual perspective of the poet-critic. Creative work will be assigned in the form of poems and revisions; analytic writing will be assigned in the form of critiques of other members poems. A scansion

exercise will be given early on. All of these exercises, creative and expository, as well as the required readings from the Norton Anthology of Poetry, are designed to help students increase their understanding of poetry rapidly and profoundly; the more wholehearted students' participation, the more they will learn from the course.

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

Teaching Method: discussion; one-half to two-thirds of the classes will be devoted to discussion of readings and principles, the other classes to discussion of student poems. Evaluation Method(s): evidence given in written work and in class participation of students' understanding of poetry; improvement will count for a great deal with the instructor in estimating achievement.

Texts Include: Norton Anthology of Poetry, 3rd edition, B06 Reader prepared by the instructor, and the work of the other students.

Reading & Writing Fiction - B07

Section 20	Gian Balsamo	MWF 10
Section 21	Johnny Payne	MW 2-3:30
Section 22	Tony Eprile	TTh 2:30-4
Section 23	Johnny Payne	TTh 2:30-4

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.

Jean Smith

Advanced Composition - C05

Time: MWF 10

COURSE DESCRIPTION: This course is designed for students who have 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 the instructor is required; juniors and seniors are given first choice. No p/n registration. Contact instructor - Jean R. Smith - through the CAS Writing Program. 1902 Sheridan Road, 491-7414.

Joseph Epstein

Advanced Creative Writing: Fiction - C07

Time: TTh 1-2:30

COURSE DESCRIPTION: This is a course reading and writing of the contemporary short story. The chief emphasis is on method; the clear deadly art of how to do it.

Non-Writing Majors. Seniors preferred. Permission of department required.

TEACHING METHOD: discussion.

METHODS OF EVALUATION: short stories.

Chuch Wassweburg and James Armstrong

Theory & Practice of Poetry C93-F

Time: WF 11:00-12:30

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 course pack 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 ÒKÓ given for first semester. Permission of Writing Major required. Attendance at first class mandatory. Reading due for first class.

TEACHING METHOD: discussion. **METHOD OF EVALUATION:** based on creative and critical work; class presentations and participation.

REQUIRED READING: Textbooks available at: Great Expectations Bookstore.

Johnny Payne and Gian Balsamo

Theory & Practice of Fiction c94-F

Time: WF 11-12:30

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 ÒKÓ given for first semester. Permission of Writing Major required. Attendance at first class mandatory. Reading due for first class.

TEACHING METHOD: discussion. **METHOD OF EVALUATION** based on creative and critical work; class presentations and participation.

REQUIRED READINGS: Textbooks available at: Great Expectations Bookstore.

William Worthen

Introduction to Drama B12

Time: TTh 10:30-12

COURSE DESCRIPTION: This course is an introduction to the dramatic and theatrical traditions of

the Western stage. Throughout the term, we will consider what might be called the Òdialectics of drama,Ó a series of dialectical relationships that define important modes, genres, and moments of theater: history/tragedy; imitation/persuasion; actor/character; performer/spectator; drama/theater. For the purpose of establishing some continuity, our discussion will center on three important moments of theater: the theater of classical Athens; the theater of Renaissance Europe; and the modern and postmodern stage. This course serves as a prerequisite for the English Major.

METHOD OF EVALUATION: Two papers; final exam.

REQUIRED READINGS: an average of 1-2 plays per week will be selected from the following: Aeschylus, Agamemnon; Sophocles, Oedipus the King; Euripides, The Bacchae or Medea; Aristophanes, Lysistrata; Shakespeare, A Midsummer NightÕs Dream, Hamlet, The Tempest; Calder —n de la Barca, Life is a Dream; Racine, Phaedra; Moli•re, Tartuffe; Behn, The Rover; Ibsen, A Doll House; Pirandello, Six Characters in Search of an Author; Brecht, Mother Courage; Beckett, Endgame; Churchill, Vinegar Tom, Cloud 9; Soyinka, The Lion and the Jewel; W. B. Worthen, The Harcourt Brace Anthology of Drama, 2nd ed.

Martin Mueller

Introduction to Shakespeare B34

Time: MWF 10

COURSE DESCRIPTION: This introduction to Shakespeare begins and ends with two fantasy plays, A Midsummer NightÕs Dream and The Tempest. In the middle we will look at two comedies (As You Like It, Twelfth Night), two tragedies (Hamlet, King Lear) and the playwrightÕs exploration of different historical worlds in the Roman plays (Julius Caesar, Antony and Cleopatra, Coriolanus). This course serves as a prerequisite for the English Major.

METHOD OF EVALUATION: Two 30-minute quizzes; paper; final exam.

REQUIRED READINGS: Textbooks available at: Norris Bookstore.

Terry Mulcaire

Introduction to American Literature B70-2

Time: MWF 10

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, the problem 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. This course serves as a prerequisite for the English Major. Attendance at first class mandatory.

TEACHING METHOD: lecture with required discussion sections.

REQUIRED READINGS: Stephen Crane, *The Red Badge of Courage*; Rebecca Harding-Davis, *Life in the Iron Mills*; W.E.B. DuBois, *The Souls of Black Folk*; Walt Whitman, *Leaves of Grass*. There will also be a course reader.

Introductory Seminar in English B98

Poetry

Paul Breslin

Time: MWF 11 **COURSE DESCRIPTION:** A Brief History of "Nature". The concept of "nature" can hardly be defined except in some contrast with culture; as a result, the way in which it is understood tells us something about how people understand their own relationship to the world in which they live. This rather elastic theme will nonetheless provide a useful point of reference in following changes in poetic style and form over the centuries. Since many poets think of poetic form as grounded in the authority of natural order, changes in poetic form are often correlated with shifting conceptions of nature. We will read poems ranging from anonymous medieval lyrics to works of poets still alive and breathing, with many stops in between. The emphasis will be on the integration of close reading with cultural analysis.

TEACHING METHOD: discussion.

METHOD OF EVALUATION: Exercises; class participation; papers; final exam.

REQUIRED READINGS: Texts Include: An anthology; M.H. Abrams, *Glossary of Literary Terms* (6th ed.). Textbooks available at: Great Expectations Bookstore. Course Reader available at: Dyn-O-Mite Copies.

Fiction

Deanna Kreisel

Time: MWF 1

COURSE DESCRIPTION: In this course we will examine the various types of literature that traditionally fall under the rubric "fiction": novels, short stories, epistolary romances, fictionalized biographies, detective novels, etc. We will trace the histories of these various forms and analyze the techniques they have in common in order to develop a working definition of prose fiction. We will pay particular attention to works that fall on the boundaries of that definition (memoirs, biographies,

etc.) in order to determine what does or does not make a work "fictional."

Drama

Douglas Cole

Time: TTh 10:30-12

COURSE DESCRIPTION: This course will explore various modes of dramatic literature, in an attempt to trace some of the major forms of tragedy and comedy as they were inherited from the classical tradition, revised in the Renaissance, and "exploded" into more variable forms in the modern era. It will also examine the ways in which analysis of dramatic texts differs from analysis of texts not intended for performance.

REQUIRED READING: Sophocles's and Anouilh's Antigone plays; Shakespeare's Hamlet and Stoppard's Rosenkrantz and Guildenstern Are Dead; comedies by Plautus, Jonson, and Wilde; and two other plays to be chosen once the Fall repertory of campus and Chicago productions is publicized.

Jean Smith

Advanced Composition - C05

Time: MWF 10

COURSE DESCRIPTION: This course is designed for students who have 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 the instructor is required; juniors and seniors are given first choice. No p/n registration. Contact instructor - Jean R. Smith - through the CAS Writing Program. 1902 Sheridan Road, 491-7414.

Joseph Epstein

Advanced Creative Writing: Fiction - C07

Time: TTh 1-2:30

COURSE DESCRIPTION: This is a course reading and writing of the contemporary short story. The chief emphasis is on method; the clear deadly art of how to do it.

Non-Writing Majors. Seniors preferred. Permission of department required.

TEACHING METHOD: discussion. **METHODS OF EVALUATION:** short stories.

Tracy Davis

Studies in Drama: Staging Colonial Culture C12

Time: TTh 10:30-12

COURSE DESCRIPTION: This course examines 1) how performative institutions have communicated cultural ideas and solidified empire in the nineteenth and twentieth centuries; 2) strategies for resisting the colonial project; 3) how nationalism and liminality are concurrently played out on the stage. In particular, we will consider how race is lived in the modality of sexuality, how gender is lived in the modality of race or ethnic adherence, how colonizers rehearse the consolidation of state power, and what it means to have this enacted for public observance. Texts are drawn from Scandinavia, Britain, Canada, Australia, and the U.S.A. and my include: Ibsen, Peer Gynt; Robertson, Caste; Shaw, Simpleton of the Unexpected Isles; Hammerstein II and Kern, Showboat; Cambell and Griffith, The Book of Jessica; Thomson Highway, Dry Lips Oughta Move to Kapuskasing; Hwang, M. Butterfly; Murrell, Farther West, Plays from Black Australia, Aboriginal Voices: Amerindian, Inuit and Sami Theatre; and Augusto Boal.

Catharine Regan

Studies in Medieval Literature: Poems in Manuscript Context C24

Time: MWF 11:00

COURSE DESCRIPTION: After reading L.M.J. DelaissŽ's essay (ÒTowards a History of the Mediaeval BookÓ) 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), ÒDream of the RoodÓ (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. **METHOD OF EVALUATION:** class participation, exams, papers.

Albert Cirillo

Spenser C25

Time: MWF 10:00

COURSE DESCRIPTION: In this course we shall concentrate on reading *The Faerie Queene*, one of the masterpieces of English poetic narrative, in its entirety. Our readings will be in the context of the intellectual and cultural currents which inform the poem. Students will write two short papers and one long paper. Attendance at first class mandatory.

TEACHING METHOD: combined lecture and discussion.

METHOD OF EVALUATION: papers.

REQUIRED READINGS: Textbooks available at: SBX.

Wendy Wall

Shakespeare's Early Plays C34-1

Time: MWF 10:00

COURSE DESCRIPTION: In this course we will analyze a group of Shakespeare's plays written between 1592 and 1600. In particular, we will investigate how these plays "think about" the medium of early modern theater, how history plays rely on family narratives, and how disguise functions, both theatrically and culturally. Each week students will read one play and one critical essay. No P/N registration. Attendance is required at lecture and at section. Attendance at first class mandatory.

TEACHING METHOD: Class will be run as a lecture with discussion sections.

METHOD OF EVALUATION: possible midterm, short paper, written exercises, and final paper.

REQUIRED READINGS: Texts Include: *The Complete Works of Shakespeare* Textbooks available at: Great Expectations Bookstore.

Albert Cirillo

Studies in Renaissance Literature: 17th Century Poets

Time: MWF 9:00

COURSE DESCRIPTION: 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 KorŽ. Attendance at first class mandatory.

TEACHING METHOD: combined lecture and discussion.

METHOD OF EVALUATION: papers. **REQUIRED READINGS:** Textbooks available at: SBX

Joanna Lipking

Studies in Restoration & 18th-Century Literature c48

Sec. 20

Time: MWF 11:00

COURSE DESCRIPTION: This course will focus on two unconventional literary figures who, in the early decades of print, exploited its possibilities in ways that can be a little unclassifiable or at least lie somewhat outside of what would become the major literary genres. Students should expect challenging readings, without the comfort of plots to hold on to or precepts to make the way plain.

TEACHING METHOD: lecture; discussion.

METHOD OF EVALUATION: class participation; exams; essays or projects.

Sharon Achinstein

Studies in Restoration & 18th-Century Literature:

Literature & Society Sec. 21

Time: TTh 2:30-4

COURSE DESCRIPTION: The aim of the course is to explore some of the relationships between literary productions and the larger social, political, intellectual and cultural life from the Restoration period, 1660-1700, a time of acute cultural crisis. Literature was not passively reflecting that crisis, but was actively engaged in resolving social questions, including the war between the sexes, the ordering of political institutions, and the toleration of various forms of dissent.

TEACHING METHOD: combined lecture and discussion.

METHOD OF EVALUATION: midterm and final exams; short paper; in-class report; final paper. Students will be expected to participate in classroom debates and other collaborative activities.

REQUIRED READING: Texts Include: Milton, Samson Agonistes; Hobbes, Leviathan; Locke, Second Treatise; Behn, Oroonoko; Astell, A Serious Proposal to the Ladies; Dryden, All for Love; and selected poetry.

Mary Finn

Romantic Poetry C51

Time: TTh 2:30-4

COURSE DESCRIPTION: In this course we will read poetry by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, especially Shelley and Keats. But we will also read poetry by lesser-known poets, both to evaluate their now available work, and to provide a cultural context within which to hypothesize about how and why the six major poets got their literary rank.

TEACHING METHOD: discussion.

METHOD OF EVALUATION: Class participation; midterm; papers.

REQUIRED READINGS: Texts Include: Romanticism, ed. Duncan Wu.

Mary Finn

Studies in Romantic Literature:

The Shelleys C53

Time: TTh 10:30-12

COURSE DESCRIPTION: Percy Bysshe Shelley produced literature and non-fiction that would help define the aesthetic that came to be called Romanticism. Mary Wollstonecraft Shelley produced literature and non-fiction that would contribute to a radical reassessment of that Romanticism in the second half of the twentieth century. Furthermore, their lives together are so paradigmatically "Romantic" they approach caricature: for instance, they challenged the institution of marriage both before and after they married; and Percy, at least, died young. We will read works by both authors as a means to explore literary and cultural concerns of the Shelleys and their contemporaries, as well as critical and cultural concerns of our own contemporaries. We will start with works by Mary Shelley's father, William Godwin, and mother, Mary Wollstonecraft. Caleb Williams and *The Vindication of the Rights of Women* helped set the tone for "Romanticism" proper, and for the efforts of both Shelleys in particular. In studying Shelley and Shelley, we will read some of their well-known works (i.e., his poetry and her *Frankenstein*) but we will focus heavily on less often read material, especially his non-fiction prose and everything by her except *Frankenstein*.

TEACHING METHOD: Class discussion.

METHOD OF EVALUATION: Class participation, research presentation, two papers.

REQUIRED READINGS: Texts include: Caleb Williams; selections of Mary Wollstonecraft; *The Poetry and Prose of Percy Bysshe Shelley*; Mary Shelley's *Frankenstein*, *The Last Man*, and *The Mary Shelley Reader*; critical readings on reserve.

Lawrence Evans

19th-Century British Fiction C57

Time: MWF 11

COURSE DESCRIPTION: Six novels (several decidedly long) representing something of the variety of British prose fiction between 1830 and 1900. Special attention to persistent novelistic conventions, the impact of Romanticism, and the complex interrelationship between readers and writers during Victoria's long reign. Authors to be treated will be chosen from among the following: C. Bronte, E. Bronte, Dickens, George Eliot, Gaskell, Hardy, James, Thackeray, and Trollope. No P/N registration. Attendance at first class mandatory.

TEACHING METHOD: combined lecture and discussion.

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

REQUIRED READINGS: Textbooks available at: Great Expectations Bookstore.

Lawrence Evans

20th-Century British Fiction C63-1

Time: MWF 2

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 read will be drawn from the following: Conrad, Ford, Forster, Greene, Huxley, Lawrence, Orwell, Wells, Woolf, and Waugh. No P/N registration. Attendance at first class mandatory.

TEACHING METHOD: combined lecture and discussion.

METHOD OF EVALUATION: 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.

REQUIRED READINGS: Textbooks available at: Great Expectations Bookstore.

Madhu Dubey

Studies in African-American Literature:

New Black Aesthetic

Time: TTh 1-2:30

COURSE DESCRIPTION: In this course, we shall read those contemporary narratives (both fictional and autobiographical) by African-American writers which may be seen as instances of the "New Black Aesthetic." In 1989, novelist Trey Ellis published a manifesto setting out the central principles of this "new" aesthetic movement, which defines itself largely by means of its revisionist stance toward the nationalist Black Aesthetic program of the 1960s. Beginning with a brief survey of the 1960s Black Aesthetic, we shall go on to read and discuss a selection of recent texts (including literary and cultural criticism as well as novels and memoirs) that have helped to define this "new" moment in African-American literary and cultural history. Attendance at first class mandatory.

TEACHING METHOD: discussion.

METHOD OF EVALUATION: two critical essays (of 8-10 pages each); oral presentation; class participation.

REQUIRED READINGS: Texts Include: Trey Ellis, *Platitudes*; Darryl Pinckney, *High Cotton*; Brent Wade, *Company Man*; Rita Dove, *Through the Ivory Gate*; Itabari Njeri, *Every Good-Bye Ain't Gone*; and selected essays by Addison Gayle, Larry Neal, Trey Ellis, Greg Tate, Eric Lott, Tera Hunter, Reginald McKnight, and Itabari Njeri.

Joseph Epstein

Studies in 20th-Century Literature: Joseph Conrad C68

Time: TTh 10:30-12

COURSE DESCRIPTION: This course is a general survey of the works of one of the world's great modern writers. It considers the extraordinary biography of Conrad, a writer who began his career as a novelist in his mid-thirties in what was, in order of acquisition, his third language. Students are asked to read Conrad's few but important critical works about the theory of the novel. We take up the opposition to Conrad, chiefly by way of a famous essay attacking "Heart of Darkness" by Achebe.

METHOD OF EVALUATION: mid-term exam; final paper.

REQUIRED READINGS: Texts Include: *Almayer's Folly*, *Typhoon*, *The Secret Agent*, *Heart of Darkness*, *Under Western Eyes*, *Chance*, *Victory*, *Nostromo*, and assorted shorter fiction.

William Savage

American Literature before 1914 C70

Time: MWF 1

COURSE DESCRIPTION: In this course we will read a representative sample of American literature, from the earliest European encounters with North Americans until the outbreak of the First World War, in order to examine three themes: place, identity, and work. The questions we will ask of our texts and each other are: What is America? Who are Americans? What should Americans do? The course will proceed not chronologically but by readings grouped around these three themes. The reading list is not completely set, but it will cover a wide range of poetry, fiction, and nonfiction.

TEACHING METHOD: discussion.

METHOD OF EVALUATION: class participation, in-class presentations, several brief papers, and three longer papers (two of which will be rewritten).

REQUIRED READINGS: Textbooks available at: Great Expectations Bookstore.

HR>

Julia Stern

Studies in 19th-Century American Literature:

American Women's Writing I C78

Time: MW 2-3:30

COURSE DESCRIPTION: This course will examine American women's writing from the Puritan period through the 1850s. By beginning with an autobiographical genre, the Indian captivity narrative, and ending with another true story of indentured servitude and eventual freedom, Harriet Wilson's *Our Nig*, we will explore the changing historical circumstances that led women to write. American women's writing highlights issues that the work of white male writers pushes to the margins, constructed as it is around unexpected crossings of race, class, and gender. Regular attendance is mandatory.

TEACHING METHOD: discussion.

METHOD OF EVALUATION: class participation; two take-home exams; final paper.

REQUIRED READINGS: Texts Include (some of the following): Anne Bradstreet, "Some verses upon the burning of my house"; Mary Rowlandson "Narrative of Her Captivity and Restoration" (1682); Sarah Kemble Knight, "The Journal of Madam Knight"; Hannah Foster, *The Coquette* (1797); Catherine Maria Sedgwick Hope Leslie (1827); Susan Warner, *The Wide, Wide World*; Harriet Beecher Stowe, *Uncle Tom's Cabin* (1852); Harriet Wilson, *Our Nig* (1859). Textbooks available at: Great Expectations Bookstore.

Elzbieta Foeller-Pituch

C90-7

Junior Tutorial:

Facing Absurdity: Imaginary Realms In Eastern European and American Fiction Of The Twentieth Century

Time: Th 10:30-12:30

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.

READINGS: 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.

Chuch Wassweburg and James Armstrong

Theory & Practice of Poetry C93-F

Time: WF 11:00-12:30

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 course pack 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 P given for first semester. Permission of Writing Major required. Attendance at first class mandatory. Reading due for first class.

TEACHING METHOD: discussion.

METHOD OF EVALUATION: based on creative and critical work; class presentations and participation.

REQUIRED READING: Textbooks available at: Great Expectations Bookstore.

Johnny Payne and Gian Balsamo

Theory & Practice of Fiction c94-F

Time: WF 11-12:30

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 P given for first semester. Permission of Writing Major required. Attendance at first class mandatory. Reading due for first class.

TEACHING METHOD: discussion.

METHOD OF EVALUATION based on creative and critical work; class presentations and participation.

REQUIRED READINGS: Textbooks available at: Great Expectations Bookstore.

Senior Seminars C98

Restricted to English Majors. Permission of department required. No P/N registration. Attendance at first class mandatory.

Reformation

Regina Schwartz

Time: T 2:30-5

COURSE DESCRIPTION: The English Reformation witnessed events unparalleled in English history: people lost their mass, churches lost their windows, and a king lost his head. The period

erupted into controversies that may seem remote at first but which have important consequences for our understanding of language, ritual, interpretation, and politics. Lines were drawn in blood over such issues as hierarchical authority, free will, materiality, representation, and property, and what was at stake was not only life and death but the salvation of souls. These controversies fired the imaginations of English poets and we will look at their work in light of them. The focus will be chiefly on the religious poets of the Renaissance/Reformation: Herbert, Donne, and Milton among them, and readings about and from the controversies they engaged. Historical and theological background will be included.

Versions of Comedy

Joanna Lipking

Time: Sec. 21 W 2-4:30

COURSE DESCRIPTION: It may not be true, as Northrop Frye asserted, that resolutions of comedies come from the audience's side of the stage, but they exact or cajole a high degree of pleasure and agreement and can be a most revealing record of a society's ideals and expectations. We shall trace continuities and differences among representative comedies from Latin New Comedy down to Caryl Churchill, with attention to the uses of typecasting, theories of laughter, the rehandling of ideals in a spirit of critique or farce, the persistence of fantasy and romance. Authors will include Shakespeare, Jonson, Moliere, Etherege, Beaumarchais, Austen, Wilde. Students will be encouraged to integrate materials from other literature classes and to reflect on their own laughter.

READINGS:Textbooks available at: SBX.

British Contemporary Post-Colonial Fiction

Elizabeth Dipple

Time: Sec. 22 Th 1-3:30

COURSE DESCRIPTION: This course will comprise writing by anglophone writers working in Britain or publishing through British publishers before their works appear in the U.S. Our study will be òliteraryÓ and textual, although two books of theory will be read and critiqued, Edward Said's Culture and Imperialism, and Homi Bhabha's The Location of Culture. The primary focus of the course is to hear the voices of extraordinary outsiders—talented writers upon whom western civilization is an influence and a cause of rebellion. Novels to be read: Doris Lessing, Shikasta; Kazuo Ishiguro, An Artist of the Floating World; Salman Rushdie, Haroun and the Sea of Stories; V. S. Naipaul, The Enigma of Arrival; Ben Okri, The Famished Road; J.M. Coetzee, Age of Iron; Caryl Phillips, Cambridge.

TEACHING METHOD: discussion; some lecture material. Evaluation Method(s): 2-3 page written weekly assignments; one 10-page final paper; no exams.

READINGS:Textbooks available at: Great Expectations Bookstore.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

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Last Updated: November 10, 1995

Environmental Science

John C. Hudson

Environmental Sciences B35-0

ATMOSPHERE AND CLIMATE

10:30 - 12:00 TuTh

Office address: 1810 Hinman Avenue

Phone: 491-2855

COURSE DESCRIPTION: An overview of atmospheric science with a global perspective. We begin by surveying the composition of the atmosphere and the transfers of energy that take place within the earth-atmosphere system. Atmospheric moisture and the laws of atmospheric motion are then brought in. With this background it is possible to describe the general circulation of the atmosphere, air masses, fronts, and depressions. In this class we will make use of various interactive weather information sources through the Internet to gather and analyze meteorological data. Weather satellite imagery, surface and upper-level synoptic charts, and other data available on WeatherNet will be used to make weather forecasts. Topics covered in the last part of the course include an introduction to climatology, the global climate model, and tropical climates. This is a core course in the Environmental Sciences Program. Environmental Sciences majors and Geography majors are given first priority in registration. It is NOT a science distro.

Prerequisite: Math B14-1, 2, 3. P/N is allowed

Evaluation: Two midterms (25% each); take-home and in-class exercises (15%); final exam (35%).

Text: Roger G. Barry and Richard J. Chorley, Atmosphere, Weather and Climate, 6th edition (London and New York: Routledge, 1992).

ctec@northwestern.edu

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Last Updated: November 7, 1995

Geological Science

Finley C. Bishop

Geological Science (Freshman Seminar)

GEOLOGIC HAZARDS

Time: 1-2:30 pm, T,Th

Office Address: Locy Hall, #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 geologic causes of these phenomena allow exploration of the potential to mitigate, prevent, or avoid the consequences of our dependencies on the environment.

PREREQUISITES: None.

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

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

TEXT: Geohazards: "Natural and Human", Coch; Prentice Hall.

Emile A. Okal

Geological Science A10-0

THE EARTH AS A PLANET

Time: 10 am, M,W,F and M,W,F 1 P.M.

Office Address: Locy Hall, Room 212

Office Phone: 491-3194

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, comparative investigation of the other planets.

PREREQUISITES: None.

TEACHING METHODS: Three 1-hour lectures, discussions.

METHOD OF EVALUATION: Mid-terms and final exam.

TEXT: "Exploring the Planets", by E.H. Christiansen and W.K. Hamblin, 2nd ed., Prentice-Hall.

Seth A. Stein

Geological Science B02-0

BODY OF THE EARTH

Time: 2 pm, M,W,F

Office Address: Locy Hall, Room 300

Office Phone: 491-5265

Expected Enrollment: 20

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

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

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

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

TEXT: "Inside the Earth", Bolt; "New View of The earth", Uyeda; "The Inaccessible Earth", Brown & Mussett. Handouts.

Dr. Craig Loehle

Geological Science B04-0

ENVIRONMENTAL GEOLOGY

Time: 1 pm; M,W,F, (Lab 3-5 pm; Th)

Office Address: Locy Hall # (Check in Dept. Office)

Office Phone: 491- (Check in Dept. Office)

Expected Enrollment: 25

COURSE DESCRIPTION: Basic chemical and physical concepts of geology applied to people in their natural environment. Topics include: climatic systems, ozone, acid rain, water quality, landslides, earthquake hazards, soils, volcanic hazards, river flooding, waste disposal, coastal hazards, mineral and energy resources and introduction to environment law.

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

TEACHING METHODS: 3 lectures a week, lab, and one day field trip.

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

TEXT: "Environmental Geology", Edward Keller.

G. Edward Birchfield

Geological Science C12-0

INTRODUCTION TO PALEOCLIMATOLOGY

Time: 10-12, T,Th

Office Address: Locy Hall, Room 200

Office Phone: 491-7460

Expected Enrollment: 12

COURSE DESCRIPTION: Elements of the physics of climate; paleoclimatic data and analysis; the climate of the earth from the Cretaceous to the present.

PREREQUISITES: Math B21, Physics A35-1.

TEACHING METHODS: 2 lectures, 1 lab per week.

METHOD OF EVALUATION: 2 exams, plus computer lab work.

TEXT: To be arranged.

David J. Hollander

Geological Science C18-0

STABLE ISOTOPE GEOCHEMISTRY

Office Address: Locy Hall, Room 309C

Office Phone: 491-5349

Expected Enrollment: 10

COURSE DESCRIPTION: Principles governing the fractionation and distribution of stable isotopes (C,H,N,O,S) in the biosphere, hydrosphere, atmosphere and geosphere; topics in isotopic biogeochemistry; application of stable isotope geochemistry to environmental problems and global climate change.

PREREQUISITES: Chemistry A01, 02, 03, 04, Geological Sciences A06, B04, C01 or equivalents.

Emile A. Okal

Geological Science C50-0

PHYSICS AND THERMOCHEMISTRY OF THE EARTH'S INTERIOR

Time: T,Th; 2:30-4 P.M.

Office Address: Locy Hall #305

Office Phone: 491-5097

Expected Enrollment:

COURSE DESCRIPTION: Chemical and mathematical study of the physics and thermodynamics of solid-solid and solid-liquid phase transformations in materials at high pressures and temperatures. Topics include: thermodynamics of solids (fundamental thermodynamics, solid-solution models, equilibrium, and phase transformations), Elastic moduli (linear elasticity, thermoelastic coupling), Lattice vibrations (Debye theory, Mie-Grüneisen theory, anharmonicity), Equations of state (isothermal finite strain, thermal, Hugoniot, ab initio), Melting (melting thermodynamics, melting models), Transport properties (diffusion, viscosity, electrical conduction, thermal conduction), Earth models (seismological, thermal, mineralogical, subduction zones).

PREREQUISITES: Math B14 and Physics A35.

TEACHING METHODS: Lectures and discussions.

METHOD OF EVALUATION: Homework, Quizzes, Examinations.

TEXT: "Introduction to The Physics of The Earth's Interior", by Poirier, supplemented by readings from "Thermodynamics", by Callen and selected journal articles.

William R. Walton

Geological Science C94-0

THE PETROLEUM INDUSTRY: ITS SUCCESSES, ITS PROBLEMS AND ITS FUTURE

Time: 2-4:30 pm, W

Office Address: Locy Hall, Room 202

Office Phone: 491-8183

Expected Enrollment: 15

COURSE DESCRIPTION: This seminar examines hydrocarbons, the petroleum industry and its future. Of necessity, it starts with a non-technical discussion of the formation of hydrocarbons, what they are and how they occur. This involves some geological history, the origin of organic matter on

earth, the formation of rocks in the earth's crust and the significance of fossils. Modern methods of exploration for the production of oil and gas will be discussed. The industry will be approached by describing a major integrated petroleum corporation and its operation in both the domestic and foreign arenas. Specific socio-economic subjects to be considered are: the place of oil and gas in our economy; pollution problems; foreign and domestic supply of oil; restrictions to exploration and production; government policies - good and bad; alternatives to oil and gas; the implications of alternative fuel sources; the future of the industry.

PREREQUISITES: No prerequisites.

TEACHING METHODS: Emphasis on discussions in class, preparation and presentation of papers, some lectures and guest lecturers. Guest lectures will include some of the following: government regulations, environmental policies, the economics of oil, foreign vs. domestic exploration, the anatomy of an oil field.

METHOD OF EVALUATION: Preparation of papers, presentation of papers, class discussions.

TEXT: R.R. Wheeler, and M. Whited, "From Prospect to Pipeline"; Ron Baker, "A Primer of Oil-Well Drilling"; Mildred Gerding (Editor), "Fundamentals of Petroleum", (Additional Readings on Reserve).

Donna M. Jurdy

Geological Science D38-0

ADVANCED TOPICS IN GEOPHYSICS

Office Address: Locy Hall #206

Office Phone: 491-7163

Expected Enrollment: 7

COURSE DESCRIPTION: Survey of the recent results on the tectonics of the planet Venus and discussion of the many unresolved problems.

PREREQUISITES: None

TEACHING METHODS: Seminar, Class projects.

METHOD OF EVALUATION: Presentations plus final paper.

TEXT: Reading List will be many papers.

Emile A. Okal

Geological Science D62-0

ADVANCED TOPICS IN SEISMOLOGY

Office Address: Locy Hall, Room 212

Office Phone: 491-3194

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Last Updated: November 7, 1995

German

Kristine Thorsen

German 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; the Mystery Guest interview; four journal entries; and written homework, quizzes, attendance, and class participation.

TEXTS:

Required:

Terrell et. al. Kontakte: A Communicative Approach 2nd ed.

Terrell et. al. Kontakte: Arbeitsbuch (workbook)

Anthony/Lys Neue Welle Deutschland (video workbook)

Zorach/Melin, English Grammar for Students of German (reference grammar)

Recommended:

Kontakte, Audio Tapes

Section:
20 Zeller
21 Thorsen
22 Staff
23 Paluch
24 Paluch

Franziska Lys

German A02-2

INTERMEDIATE GERMAN

Time: MTWF*

Office Address: 113 Kresge

Phone: 491-8298 E-mail: flys@northwestern.edu

Expected enrollment: 120

COURSE DESCRIPTION: This is the second quarter of a three quarter sequence of Intermediate German. Its primary goal is to develop and refine German language skills. We will work with a variety of materials to insure exposure to different styles of written and spoken language:

READINGS: The selection includes modern short stories, poems, newspaper articles and cultural material dealing with customs, traditions and contemporary life in Germany, Switzerland and Austria.

VIDEO: The video "Drehort: Neubrandenburg" 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 carefully designed multi-media software to enhance students' comprehension.

This quarter special emphasis will be given to the writing skills. Students will be working in the computer lab with a word-processing program and a German spell-checker, a German Thesaurus and a German/English glossary to develop idiomatic expressions and fluency.

PREREQUISITES: A02-1 or equivalent

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 to two hours every other week in the language lab to work with the multi-media software.

EVALUATION: Class participation and attendance are very important. Homework, brief weekly computer writing assignments, four quizzes and a final composition.

TEXTBOOKS:

Weiter, Salaun, Wiley and Sons, 1994 (SBX)

Concise German Grammar Review (Second Edition), (SBX) Moeller/Liedloff/Lepke

Drehort: Neubrandenburg, Anthony/Lys (SBX)

P/N not permitted.

***Sections:**

20 09:00 Staff

21 10:00 Anthony

22 11:00 Zeller

23 12:00 Grimm

24 01:00 Zeller

Rainer Rumold

German A04-6, Section 21

FRESHMAN SEMINAR: MARX, NIETZSCHE, FREUD: THE MORAL AND THE ARTISTIC IMAGINATION

Time: TTh 10:30 - 12

Office Address: Kresge 108

Phone: 491-8294

Expected enrollment: 15

COURSE DESCRIPTION: The aim of the course is to introduce the Freshman student to the central premises of three of the most influential thinkers in modernity. We will examine in some detail several works in which the problems of morals and art are considered and then assess the implications for the function of the artistic imagination in our culture. - While students with a specific interest in the humanities are welcome, the seminar is designed as a basic introduction to a subject of general importance.

TEACHING METHODOLOGY: Lecture and discussion.

EVALUATION: 3 - 4 short papers.

READINGS:

Marx, German Ideology

Nietzsche, The Birth of Tragedy

Freud, Interpretation of Dreams; Civilization and Its Discontents

Hand-outs of selected poetry from Whitman to Brecht, for which there will be a charge.

William Anthony

German B01-4

INTRODUCTION TO GERMAN LITERATURE: LITERATURE AFTER 1945

Time: MWF 1:00

Office Address: Kr. 115

Phone: 491-8293

Expected enrollment: 22

COURSE DESCRIPTION: This course, designed for majors as well as non-majors, introduces the student to representative short stories and tales by major German authors writing after 1945. We will deal with the short story as a predominantly modern literary form, and the selections will be discussed in their social, political, and intellectual context. A thorough analysis of the texts will lead to a comprehensive interpretation, while at the same time a student's language ability will be advanced.

PREREQUISITES: Two years of college German or equivalent.

TEACHING METHOD: Since the course is conducted entirely in German, the emphasis lies very much on encouraging students to participate in the discussion of the texts. Three written essays will be required because writing practice affords the best opportunity for students to hone their language skills on an individual basis.

EVALUATION: The final grade will reflect oral contributions, the three assigned essays. Midterm and a final examination on the last day of class.

READINGS: Short stories by Aichinger, Bichsel, Boll, Borchert, Brecht, Durrenmatt, von der Grun, Langgasser, Schnurre, Wohmann. All of the reading material is collected in a special package to be purchased from the department in Kresge 152.

P/N permitted for non-majors only.

Staff

German B03-0

INTERMEDIATE CONVERSATION

Time: MWF 9:00

Office Address: Kresge 152

Phone: 491-7249

Expected enrollment: 15

COURSE DESCRIPTION: This course is designed to enhance the conversational skills by training you in listening comprehension and speaking. Vocabulary and idioms employed in everyday conversational German will be introduced and practiced in various situations. In addition to the

textbook, we will use tapes, videos and slides to enhance and facilitate the learning process. We will stress role-playing and small group discussions. Even though writing is not the main focus of this class, you will have to do some writing such as dialogues, ads, and descriptions. The writing activities will take place mainly outside of the classroom. 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: Very good performance in A02-1 or by permission of the instructor.

READINGS: TBA

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.

Linda Zajac

German B05-0

INTERMEDEIATE GRAMMAR AND COMPOSITION

Time: MWF 11:00

Office Address: Kresge 119

Phone: 491-7489

Expected Enrollment: 25

COURSE DESCRIPTION: The course seeks to enhance students' writing skills in German past the A02-level. Through class discussion, writing, and structural exercises students will consolidate and enlarge their use of vocabulary and grammar in the German language and practice idiomatic German. A variety of fictional and non-fictional texts and videos will serve as basis for in-class discussion and writing assignments.

PREREQUISITES: A02-3 or equivalent

TEACHING METHOD: Discussion of texts and videos, oral and written drills, structural exercises and compositions.

TEXTBOOKS: Handbuch zur deutschen Grammatik by Larry D. Wells

NOTE: B05-0 can be taken twice for credit with different materials.

Helmut Muller-Sievers

German B12-0

INTRODUCTION TO GERMAN CULTURE AND LITERATURE: THE GREEKS IN GERMAN LITERATURE

Time: MWF 12:00

Office Address: Kresge 111

Phone: 491-8291

Expected Enrollment: 40

COURSE DESCRIPTION: Throughout the late eighteenth, the nineteenth, and twentieth centuries, the Germans have had a particularly intense relationship of admiration and rivalry with classical Greek culture. By reading some of the key texts of this period (Winckelmann, Goethe, Hoelderlin, Nietzsche, Benn) we will attempt to find out what fascinated the Germans about Greece in the first place, why they thought they were direct heirs to Greek culture, and how this cultural ideal was used for political purposes.

PREREQUISITES: None.

TEACHING METHODOLOGY: Introductory lectures and discussions.

EVALUATION: Class participation, and four short papers.

READINGS: TBA.

Geza von Molnar

German B33-3

GERMAN HISTORY AND CULTURE: TIMES OF TROUBLE

Time: MWF 2:00

Expected enrollment: 80

Office Address: Kresge 109

Phone: 491-8296

Expected enrollment: 80

COURSE DESCRIPTION: With the advent of World War I, drastic changes were initiated in Europe that have decisively affected the course of history in general, and German history in particular, to this very day. It is the aim of this course to acquaint students with the events and ideologies that helped shape the cultural, political, and social life in German lands during a period that saw the final collapse of the imperial tradition, the rise of the Weimar Republic, its replacement by the Nazi state, and the emergence of contemporary German society from its ruinous past.

PREREQUISITES: No prerequisites.

TEACHING METHOD: Lectures and discussions.

EVALUATION: Midterm and final examination.

READING LIST:

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

P/N not permitted.

Helmut Muller-Sievers

German C32-0

TOPICS IN GERMAN STUDIES:

BUECHNER AND HIS TIME: SCIENCE, LITERATURE, POLITICS

Time: MWF 10:00

Office Address: Kresge 111

Office Phone: 491-8291

Expected enrollment: 12

COURSE DESCRIPTION: Georg Buchner, the scientist and author of three plays ("Dantons Death," "Leonce and Lena," "Woy-zeck") and one novella ("Lenz") is, despite his early death, one of the central figures of German literature. This course will first attempt to familiarize students with the tumultuous, highly politicized, and often neglected literature of 1830s and 1840s, in particular with some texts by H. Heine, L. Brne, and K. Gutzkow. This will serve as a preparation for a thorough interpretation of Buchner's work. With the exception of Leone and Lena all of Buchner's texts have been made into rather striking films which we will also see and discuss.

TEACHING METHODOLOGY: Introductory lectures and class discussions.

EVALUATION: Midterm and final papers.

TEXTS: Buchner's collected works, reader with relevant texts by other authors.

Ilse Loftus

German C80-0

ADVANCED GERMAN IN COMMERCE & INDUSTRY

Time: TTh 1-2:30

Office Address: Kresge 112

Telephone: 491-8295

Expected enrollment: 20

COURSE DESCRIPTION: Students who plan a career in business or related fields, will be able to improve their German language proficiency in a specialized area. Articles taken from current business and financial sections of German economic periodicals will be chosen that discuss and/or examine the current trends of the German economy as well as the vitality of its industries with particular consideration given to the anticipated changes and adjustments that will still have to be made for the E.U. (European Union) to become a single Common Market. The reunification of Germany still poses problems for all sectors of the economy. Articles will be read and discussed that deal with the rebuilding of the East German industries, and the social infra-structure. The overall oral proficiency of Business German will be improved through comprehension exercises provided in the Multi-Media Center. Emphasis will be placed on the preparation for taking the "Diplom in Wirtschaftsdeutsch," which was prepared by the Goethe Institute and the Carl Duisberg Society.

PREREQUISITES: New students should see me or the department assistant before registering. No prerequisites in economics or finance are required. However, the student should be interested in German economic news and developments.

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

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

READINGS: Deutsche Wirtschaftssprache fŸr Amerikaner, Doris Fulda Merrifield Bilingual Guide to Business & Professional Correspondence. Some xeroxed texts will be handed out, for which there will be a charge.

P/N not permitted for German majors.

German C91-0

TOPICS IN LANGUAGE: ADVANCED CONVERSATION

Time: MWF 11:00

Office Address: Kr. 113

Phone: 491-8298

E-mail: flys@northwestern.edu

Expected enrollment: 15

COURSE DESCRIPTION: This course is designed to help students improve their comprehension and speaking skills to become creative, independent, and sophisticated users of spoken German. A variety of exercises will guide students through increasingly complex speaking tasks such as descriptions, historical narratives, reports, discussions, and debates. Key features of this class are small group interviews with native speakers of German, retelling of a German Kinderbuch, discussion of authentic news broadcasts, and two films in German, one Disney film and one Feature film, introduction to German resources on the Internet,

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

TEACHING METHODOLOGY: Student-centered approach with emphasis on class discussion, group projects and short individual oral presentations.

EVALUATION: The final grade will be based on class participation, homework assignments, two short individual oral presentations, brief in-class quizzes and a final project.

TEXTBOOKS: Instructor will distribute material. Students will be charged for xeroxing.

Kerstin Behnke

German D14-0

HEGELIAN CRITICAL THOUGHT II

Office: 107 Kresge Hall

Time: M 3-5:30

Phone: 491-7282

E-mail: kbehnke@northwestern.edu

COURSE DESCRIPTION: "We Germans are Hegelians even if there never had been any Hegel," Nietzsche proclaimed in *The Gay Science*. Framed by Nietzsche's celebration of the Hegelian concepts of development and becoming and by Schopenhauer's acid condemnation of Hegel's "maddening webs of words" as "a lasting monument of German stupidity" (*The World as Will and Representation*), our discussion of the 19th-century reception of Hegel's thought will focus on

Schelling's critique of the Hegelian model of reflection in his *Philosophy of Revelation*;

Feuerbach's "Critique of Hegelian Critical Philosophy" and his Philosophy of the Future;
Heinrich Heine's "History of Religion and Philosophy in Germany;"
Marx and Engels (1844 Manuscripts, selections from The German Ideology and from Capital);
Kierkegaard's disagreement with Hegel about the nature of man, of God, the status of religion, etc.
(readings from Fear and Trembling, Either/Or, Repetition, and The Concept of Anxiety).

PREREQUISITES: D13-0 or approval of instructor.

TEACHING METHOD: Lectures, discussions, and class presentations.

EVALUATION: Class presentation and final paper.

Rainer Rumold

German D41-0

STUDIES IN COMMUNICATION AND CULTURE: THE WORK OF ART IN THE ERA OF ITS POLITICIZATION LITERATURE AND LITERARY CRITICISM BETWEEN 1918-1933

Time: W 3-5:30

Office: Kr. 108

Phone: 491-8294

Expected enrollment: 12

COURSE DESCRIPTION: The seminar will trace the development of post-expressionist literature (prose, drama) between the wars as the confrontation of dialectical with mythical narratives.

Representative authors like Bertolt Brecht and Alfred Doebelin experimented with a variety of new literary techniques (e.g. defamiliarization and montage) in their attempt to break up the aura of the traditional work of art toward a postbourgeois culture. These attempts were reflected in their own theoretical writings as well as on the level of a highly developed counterinstitution of criticism (Adorno, Benjamin, Bloch, Kracauer).

In a close reading of primary and critical texts, we will establish the relations between such literary production and literary criticism.

The last three sessions will be devoted to an analysis of the failure of leftist liberal criticism to come to terms with the production and seizure of aesthetic power by the Rightist and Fascist camp (Juenger, Johst, Benn).

METHOD OF EVALUATION: In-class presentations/paper and a final exam.

READINGS: (Graduate students with German background are expected to read the works in German)

Bertolt Brecht, Baal; Drums in the Night; Man is Man; Rise and Fall of the City of Mahagonny;
Threepenny Opera; The Mother; selected essays on theater
Alfred Doebelin, Berlin. Alexanderplatz
Hans Johst, Schlageter
Gottfried Benn, Primal Vision

Theodor Adorno, Walter Benjamin, Gottfried Benn, Ernst Block, Ernst Juenger, Siegfried Kracauer:
selected essays on literature, theater, film, and mass culture

Film: Fritz Lang, Metropolis

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Last Updated: November 7, 1995

History

David Joravsky

History A01-20

FRESHMAN SEMINAR: HISTORY AND LITERATURE

TIME: T-TH 3:30-5:00

Office Address: Harris 303

Office Number: 491-7418

Maximum Enrollment: 15

COURSE DESCRIPTION: We will read three plays and a short story that reconstruct historic events: an American captain's rescue of a Spanish captain from a ship of rebellious African slaves (off the coast of Chile in 1805); Galileo's clash with the Church over the rival claims of science and religion (1615-33); the condemnation of Joan of Arc for heresy (1431). Note that all three cases involve challenges to established authority. In each case we will also read works of historical scholarship dealing with the same events, and we will sample the source material--such as the trial records of Joan and Galileo, and the American captain's account of his aid to the Spanish slaver. We will try to find the similarities and the differences between the two methods of reconstructing the past: fictive literature and historical scholarship. We will also confront the problem of the moral standards we bring to bear in judgments of the past.

TEACHING METHOD: Discussion.

EVALUATION: Three papers (eight to ten pages each).

TENTATIVE READING LIST (selected major works only):

Robert Lowell, "Benito Cereno"

Herman Melville, "Benito Cereno"

Amasa Delano, A Narrative of Voyages and Travels. Chapter XVII

A selection of scholarly articles on the preceding:

Bertold Brecht, Galileo

The Galileo Affair: A Documentary History

Langford, Galileo, Science, and the Church

Other scholarly discussion of the case:

G.B. Shaw, St. Joan

Huizinga, "Bernard Shaw's Saint"

Marina Warner, Joan of Arc: The Image of Female Heroism (selections)

Selections from the record of Joan's trial

Tessie P. Liu

History A01-21

FRESHMAN SEMINAR: THE WILD CHILD: WHY HUMANS DIFFER FROM ANIMALS

Time: Tuesdays, 2:30-4:30

Office Address: 320 Harris

Office Phone: 491-3150

Maximum Enrollment: 15

COURSE DESCRIPTION: Through the autumn and winter of 1799 in central France, a naked boy was seen swimming and drinking in streams, climbing trees, running at great speed on all fours, digging for roots and bulbs in the field. he was captured in January 1800 by local farmers and brought to Paris. This "wild boy" from Aveyron became an overnight sensation, the object of curiosity and endless philosophical speculations about the nature of instinct and intelligence and the differences between humans and animals. The young doctor, Jean-Marc Itard, who undertook the task of socializing and educating the wild child, carefully recorded the boy's progress. Itard's work ultimately led to transformation of the treatment of mental retardation and to a revolution in childhood education that is reflected in every preschool program in our time. This course introduces students to philosophical and attitudinal changes regarding nature, childhood, and family life that enabled society to view the "wild boy" not as a freak or savage, but as a person inherently capable of civility, sensibility, and intelligence.

TEACHING METHOD: Discussion.

EVALUATION: Four short papers (2-3 pages each), one final paper (5-7 pages), oral presentation and class participation.

TENTATIVE READING LIST:

Philippe Aries, Centuries of Childhood

Donna Haraway, Primate Visions

Harlan Lane, The Wild Boy of Aveyron

Maria Montessori, The Montessori Method

Roy Porter, What is Enlightenment?

Jean-Jacques

Rousseau, Emile and Discourses

Two films and two field trips

Heather McHold

History A01-22

FRESHMAN SEMINAR: FEARFUL IMAGININGS: THE LONDON LANDSCAPE AND VICTORIAN FEARS OF DISORDER, 1840-1914

Time: T-TH 9:00-10:30

Office Address: 619 Emerson (1-B)

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: This freshman seminar will focus on the conditions of life in nineteenth-century London and how within the urban setting poverty, crime, scientific discoveries, and women's behavior outside the home challenged Victorian notions of a "proper social order". What was it like to be working-class in nineteenth-century England? How did Victorians wish their society to be organized and what did they see as threats to this ideal? We will address these questions by discussing contemporary texts as well as histories of life in Victorian England. We will also focus on the historical question of how social and cultural factors influenced both Victorian descriptions of London life and how Londoners understood their lives. In addition to teaching methods of historical analysis, this course is designed to develop writing skills. As a result, the class will also discuss and edit student essays.

TEACHING METHOD: Discussion.

METHOD OF EVALUATION: Grades will be calculated according to quality of essays and class participation. Five essays: one 1 page, two 2 page, and two 5 page essays, which will be weighted according to length.

TENTATIVE READING LIST:

Friedrich Engels, The Condition of the Working Class in England

Parliamentary Papers and Reports relating to 1832 Poor Law

Angus McLaren, A Prescription for Murder

R.L. Stevenson, The Strange Case of Dr. Jekyll and Mr. Hyde

Judith Walkowitz, City of Dreadful Delight

Harries et al. Writing Papers

T.B.A.

Heather McHold

History A01-23

FRESHMAN SEMINAR: VICTORIAN BODIES, VICTORIAN VALUES: THE BODY AS EXPOSED SUBJECT IN MEDICAL AND POPULAR CULTURE

Time: T-TH 10:30-12:00

Office Address: 619 Emerson (1-B)

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: This freshman seminar will focus on medical and popular debate relating to the subject of the body in Victorian culture. The major question of this course shall be, "does the way people talk about the body illuminate a group's broader cultural concerns?" By studying how the body was discussed and displayed by doctors and lay people alike, the class will be able to examine such issues as popular resistance to the medical community's rising professional authority, attitudes toward female sexuality, and links between science and Britons' imperial fantasies. In addition to teaching methods of historical analysis by studying primary and secondary sources, this course is designed to develop writing skills. As a result, the class will also discuss and edit student essays.

TEACHING METHOD: Discussion.

METHOD OF EVALUATION: Grades will be calculated according to quality of essays and class participation. Five essays: one 1 page, two 2 page, and two 5 page essays, which will weighted according to length.

TENTATIVE READING LIST:

Selections from:

Richard D. Altick, Shows of London

Tracy C. Davis, Actresses as Working Women

Ludmilla Jordanova, Sexual Visions

Richard D. French, Anti-Vivisection and Medical Science in Victorian Society

Harries et al. Writing Papers

Alex Owen, The Darkened Room

T.B.A.

Greg Barton

History A01-24

COLONIALISM AND THE INVENTION OF ECOLOGY

Time: T-TH 10:30-12:00

Office Address: 619 Emerson (2-C)

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: A01-24 is concerned with the birth of ecological ideas under British colonial rule. First the class will examine the impact that the discovery of the new world had on the imagination of the British reading public. Secondly, we will examine the dialectic between ideas about wilderness the settlers brought with them from Britain and ideas about wilderness that arose from settlers who encountered and experienced wilderness in the new world. Thirdly, the course will examine the ideas about wilderness that settlers developed in specific British colonial territories. Finally, the class will focus on the development of forestry policies and the evolution of these policies

into a contemporary understanding of the environment.

PREREQUISITES: ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING METHOD: Seminar.

METHOD OF EVALUATION: Three five page papers examining a region of British Colonial rule (Africa, India, Australia/New Zealand, Canada, the United States) and the subsequent development of wilderness policies will be submitted by each student. Class participation.

TENTATIVE READING LIST:

Max Oelschlaeger, The Idea of Wilderness: From pre-history to Age of Ecology
Alfred W. Crosby, Ecological Imperialism: The Biological Expansion of Europe
William Cronon, Changes in the Land
Jonathan Bate, Romantic Ecology: Wordsworth and the Environmental Tradition
T.W. Heyck, The Peoples of the British Isles: A New History from 1688-1870
J.M. Mackenzie, The Empire of Nature: Conservation and British Imperialism
David Evans, A History of Nature Conservation
Course Packet

Meredith Rusoff

History A01-25

FRESHMAN SEMINAR: GREAT EXPECTATIONS OR HARD TIMES? RESPONSES TO THE BRITISH INDUSTRIAL REVOLUTION

Time: T-TH 10:30-12:00

Office Address: 619 Emerson (1-B)

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: Great Britain was the first nation to industrialize, and hence the British were the first to have to cope with the enormous changes that industrialization wrought. During this course, we will not only explore what the industrial revolution was, but we will also see how people in Britain chose to deal with it. The reactions to the industrial revolution were as varied as possible, not only while it was happening, but even today. Writings on the industrial revolution range from glowingly optimistic to bitterly pessimistic, with arguments based on religious, moral, economic, or even environmental grounds. Throughout the quarter we will read and evaluate many of these responses, and try to discern how people's biases affect the way they look at their world and at history. We will be reading both primary (contemporary) sources and more recent writings about the industrial revolution in an attempt to better understand how this great event changed Britain forever. Each student in the class will have the opportunity to develop his or her own interpretation of the industrial revolution.

TEACHING METHOD: This will be a discussion seminar. Students will also take turns presenting material to the class.

METHOD OF EVALUATION: Students will be graded on their writing, their presentation, and on their participation in the class discussion. Writing assignments will include very short (1/2 - 1 page) response papers based on the weekly readings, three short papers (3 pages) and one longer final paper (8-10 pages).

TENTATIVE READING LIST:

T.S. Ashton, The Industrial Revolution

Thomas Carlyle, Signs of the Times

G.K. Chesterton, Outline of Sanity

Charles Dickens, Hard Times

William Morris, News from Nowhere

John Ruskin, Unto this Last

E.F. Schumacher, Small is Beautiful

R.H. Tawney, The Acquisitive Society

Martin Wiener, English Culture and the Decline of the Industrial Spirit

Seth Cotlar

History A02-20

FRESHMAN SEMINAR: THE PROMISE AND PERIL OF REVOLUTION: VOICES OF CHANGE AND FORCES OF REACTION IN THE LATE 18th CENTURY ATLANTIC WORLD

Time: T-TH 10:30-12:00

Office Address: 619 Emerson (2-A)

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: Late 18th Century American society was shot through with various forms of inequality. Millions of black men and women were enslaved, white women were legally and economically subordinate to men, and the gap between the rich and the poor was steadily widening. These inequalities had existed for centuries without much comment. In the last 25 years of the 18th century, however, many people began to raise their voices (and, in some cases, take up arms) to protest these inequalities. The language of rights and equality which these people used to articulate their utopian visions is still with us, but it did not reach center stage without a struggle. This period also witnessed a violent reaction against the forces of revolution--a reaction which is also still evident in contemporary politics. This course will examine the various ways in which the rich, poor, black, white, male and female inhabitants of the Atlantic world responded to the promises and perils of a revolutionary age.

TEACHING METHOD: This course will meet twice a week in order to discuss the reading.

Students will be expected to participate actively in the discussions.

METHOD OF EVALUATION: 75% of the students' grades will base upon three, five-page essays. On the weeks when these papers are not due, the students will turn in one-page reviews of the weeks' major readings. These will be worth 10% of the grade. The other 15% of the grade will base upon class participation.

TENTATIVE READING LIST:

Joyce Appleby, Capitalism and a New Social Order: The Republican Vision of the 1790s
John C. Miller, The Federalist Era, 1789-1800
Edmund Burke, Reflections on the Revolution in France
Thomas Paine The Rights of Man
Mary Wollstonecraft, A Vindication of the Rights of Woman
Linda Kerber, Women of the Republic: Intellect and Ideology in Revolutionary America
Sylvia Frey, Water from the Rock: Black Resistance in a Revolutionary Age
Alan Taylor, Liberty Men and Great Proprietors: The Revolutionary Settlement on the Main Frontier, 1760-1820
The Key of Liberty: The Life and Democratic Writings of William Manning, "A Laborer," 1747-1814

Robert Wiebe

History A02-22

FRESHMAN SEMINAR: THE INDIVIDUAL IN MODERN AMERICA

Time: Wednesday-Fridays, 2:00-2:50

Office Address: Harris 302

Office Phone: 491-7557

Maximum Enrollment: 15

COURSE DESCRIPTION: This course examines a number of well-known American writings for the accounts they provide of the individual in modern society. Our task is to read these texts not as books off the shelf but as historical evidence: what pictures of the individual appeared at what particular times and how did those pictures change over time.

PREREQUISITES: None.

TEACHING METHOD: Discussions.

EVALUATION: Discussions, three essays.

TENTATIVE READING LIST:

Ernest Hemingway, A Farewell to Arms
Dale Carnegie, How To Win Friends and Influence People
Richard Wright, Black Boy

Arthur Miller, Death of a Salesman
And other comparable assignments

Lynn Schibeci

Freshman Seminar A02-23

HISTORY ON FILM: CRITICAL ISSUES IN 20TH-CENTURY BRITAIN

Time: T-TH 12:30-2:30

Office Address: 619 Emerson (2-D)

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: This course aims to introduce the student to some of the different ways that events and issues in history have been reproduced. Primarily, we will study the representation of British history in feature films, as well as studying various forms of sources, from letters and photographs to textbooks. We will analyse some films and written histories that deal with major social and political issues throughout the 20th century. In doing so, we will consider how to critique films dealing with historical issues as thoroughly as we critique written histories. The films and written accounts deal with socio-political events such as the world wars and women's suffrage, and issues relating to class, sexuality, race, empire, consumerism and popular protest. We will assess problems such as historical accuracy, stereotyping, and the role of the film in understanding history. Students should be strongly committed to improving their writing skills.

PREREQUISITES: Attendance at First Class Mandatory

TEACHING METHOD: Seminar and film viewing. Students will be expected to attend viewing sessions each Thursday in the Library's Media Center

METHOD OF EVALUATION: 5 discussion papers (3 pages each); a 10-minute oral presentation; class participation

READING LIST:

T.W. Heyck, The Peoples of the British Isles v.3

Paul Fussell, Wartime

Robert Graves, Goodbye to All That;

Course Packet of primary sources, excerpts and articles

Films:

Hearts of the World, A Room of One's Own, WW2 propaganda films, Distant Voices, Still Lives, Shakespeare Wallah, Look Back in Anger, In the Name of the Father, My Beautiful Laundrette, High Hopes

Shuping Wan

History A02-24

FRESHMAN SEMINAR: HER STORY & HISTORY: ASIAN-AMERICAN WOMEN

Time: M-W 2:00-3:30

Office Address: Harris 107B

Office Phone: 491-3418

Maximum Enrollment: 15

COURSE DESCRIPTION: This course is concerned to understand crucial issues in the history of Asian-Americans. Emphasis will be given to the four largest groups of Asian-American women in the US: Chinese, Japanese, Filipinas, and Koreans. While the "Asian American" has become a general category used to represent various Asian communities in the US, this seminar has been designed to frame the diverse experiences of Asian-American women within a broader context than national. Topics for discussion include the American construction of "oriental women", labor immigration under capitalism, exile from colonialism, resistance and political activism, and cultural identity.

PREREQUISITES: None. ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING METHOD: Discussion and video/film screenings.

EVALUATION: This will be on the basis of a five-page book report (25%), a five-page report of an oral history (25%), a short essay of 6-8 pages (30%), and class participation (20%). The book report will be on Bone, a novel by Fae Myenne Ng. The report of an oral history will be on the basis of an interview with an Asian-American woman, preferably someone outside the Northwestern community. The essay topic will be determined in consultation with the instructor.

REQUIRED TEXTS:

Sucheng Chan, Asian American: An Interpretive History

Yen Le Espiritu, Filipino American Lives

Akemi Kikumura, Through Harsh Winters: The Life of a Japanese Immigrant Woman

Ronyoung Kim, Clay Walls

Peter Kwong, The New Chinatown

Fae Myenne Ng, Bone

Roger Kittleson

History A03-20

FRESHMAN SEMINAR: CULTURE AND POWER IN MODERN MEXICO

Time: T-TH 10:30-12:00

Office Address: Harris 208

Office Phone: 467-4037

Maximum Enrollment: 15

COURSE DESCRIPTION: This course will explore what a wide variety of sources (novels, films, travel chronicles, anthropological analyses) have to say about modern Mexican society. In our "readings" of these texts, we will examine their definitions of the characteristics and problems of the Mexican people--and the political significance of those definitions. The focus, that is, will be not only on what the writers and directors say about Mexico, but how they say it, and why. The ultimate aim in doing this is to understand the relations between culture and social and political power in Mexico, from the period before the Revolution of 1910 to the current crisis.

PREREQUISITES: None.

TEACHING METHOD: Discussion.

EVALUATION: Students will write three short (3-4 page) papers and one longer (5-8 page) final paper.

TENTATIVE READING LIST:

Mariano Azuela, The Underdogs
Roger Bartra, The Cage of Melancholy
Elena Garro, Memories of Things to Come
Oscar Lewis, Children of Sanchez
John Reed, Insurgent Mexico

Films to include Luis Bunuel, Los Olvidados

John Rowe

History A03-21

FRESHMAN SEMINAR: THE CIA IN THE THIRD WORLD, 1947-1988

Time: Thursdays, 2:30-4:30

Office Address: Harris 102A

Office Phone: 491-7278

Maximum Enrollment: 16

COURSE DESCRIPTION: The Iran-Contra scandal focussed critical attention on the role of the Central Intelligence Agency in US foreign policy. Meanwhile in Britain the published memoirs of Peter Wright in Spycatcher demonstrate that the CIA is not alone in having embarrassing secrets revealed by disgruntled former agents. In this seminar we will review the history of the CIA from its origins in the wartime OSS, and try to chart its uneasy relationship as a necessarily clandestine agency responsible to elected presidents and to congress. We will try to reach a balanced assessment by reading memoirs of former CIA members who were both defensive of and hostile to the agency.

The essential task for the seminar is to make reasoned scholarly judgements based on a weighing of conflicting and at times incomplete sources of information. This seminar is limited to sixteen participants. Meetings will be held normally on Thursday, 2:30-4:30 p.m. in the ISRC lounge (1835 Hinman).

NOTE: This Freshman Seminar is being offered through the Residential College System; it will be held at ISRC and a MINIMUM of 8 places will be reserved for ISRC Freshman advanced registration.

PREREQUISITES: None. P/N NOT allowed.

TEACHING METHOD: Discussion.

METHOD OF EVALUATION: Seminar members will be expected to produce five short analytical papers (one every other week) during the term. The papers, averaging 5-7 pp. each, must be handed in at the conclusion of the seminar session for which they are scheduled. Students will be evaluated on the basis of the papers and active participation in seminar discussion.

TENTATIVE READING LIST:

Jeffreys-Jones, The CIA and American Democracy
Peter Wynden, Bay of Pigs: The Untold Story
John Stockwell, In Search of Enemies: A CIA Story
Bob Woodward, Veil: Secret Wars of the CIA 1981-1987
Gregory Treverton, Covert Action: Limits of Intervention in the Post-War World

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: 264

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:

Lerner, Meacham, Burns, Western Civilizations, vol. I (Norton)

Chaucer, The Canterbury Tales, (Penguin)

Galileo, Selected Writings

More, Thomas, Utopia (Penguin)

Darnton, R. The Great Cat Massacre (Random House)

Lane Fenrich

History B10-2

HISTORY OF THE UNITED STATES, 1865 TO THE PRESENT

Time: MWF 9:00 Discussion Sections: Thursdays, 9, 10, 11, 12, 1, 2, 3,

Office Address: Harris 201C

Office Phone: 491-3145

Maximum Enrollment: 375

COURSE DESCRIPTION: This course surveys the history of the United States from the end of the Civil War to the present, paying particular attention to the development of a national, urban, industrial society.

PREREQUISITES: None.

TEACHING METHOD: Lecture/discussion.

EVALUATION: Grades will be based on performance on three exams and on informed participation in discussion.

TENTATIVE READING LIST:

Brinkley, American History, Part II

Peiss, Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York

Goodman, Stories of Scottsboro

Roeder, The Censored War: American Visual Experience During World War II

Brands, *The Devil We Knew: Americans and the Cold War*
Smith, *Twilight: Los Angeles, 1992*

In addition to the required readings, attendance will be required at several film screenings.

John Rowe

History B55-2

BACKGROUND TO AFRICAN CIVILIZATION AND CULTURE: AFRICA 1750 to 1900

Time: MWF 2:00-3:00 Disc. Sections: Wednesdays, 1:00-2:00/Fridays, 1:00-2:00 and one other meeting TBA

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. 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:

Afigbo, Ayandele, Gavin et al. *The Making of Modern Africa Volume I, The Nineteenth Century*, (Longman, 1986) text

Basil Davidson, *The African Slave Trade, Atlantic/LB*, 1988)

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.

Shuping Wan

History B81-0

CHINESE CIVILIZATION

Time: MWF 11:00-11:50

Office Address: Harris 207B

Office Phone: 491-3418

Maximum Enrollment: 40

COURSE DESCRIPTION: This course will undertake a survey of Chinese history from antiquity through the start of the modern era. Emphasis will be given to cultural and intellectual developments. we will raise a variety of issues in our lectures and discussions. How has power been exercised and legitimized in Chinese history? What are the possible "cultural legacies" of pre-modern history for China and the world in modern era? What does it mean to talk of "traditional China" or Confucian tradition"? The readings of this course are grouped by theme.

PREREQUISITES: None. ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING METHOD: Lecture and discussion.

METHOD OF EVALUATION: This will be on the basis of a book report of 5-7 pages (25%), an essay of about 10 pages (30%), and an in-class final exam (45%). The book report will be on Dream of the Red Chamber, a novel by Cao Xueqin (Ts'ao Hsueh-ch'in). The essay topic will be determined in consultation with the instructor.

REQUIRED TEXTS:

Wm. Theodore de Bary (ed), Sources of Chinese Tradition, Vol. I

Charles O. Hucker, China's Imperial Past

Joseph Heedham, Science in Traditional China

Ts'ao Hsueh-ch'in in, Dream of the Red Chamber

Josef Barton

History C05-0

IMMIGRATION IN UNITED STATES HISTORY, 1680-PRESENT

Time: MWF 9:00-9:50
Office Address: Harris 212
Office Phone: 491-7356
E-mail: texbart@merle.acns.northwestern.edu
Expected Enrollment: 60

COURSE DESCRIPTION: This course considers the three great immigrations that have shaped United States history: the first immigration, from 1680-1800, that created plural colonial communities; the second immigration, from 1820-1920, that formed an industrial proletariat; and the third immigration, from 1965 to the present, that vastly extended the diversity of North America.

PREREQUISITES: None

TEACHING METHOD: Lectures, workshops, and occasional films.

METHOD OF EVALUATION: There will be two papers, one due at mid-quarter and the other at the end, and a take-home final examination due at the regularly scheduled examination hour.

READINGS: Among the assigned books will be the following:

Bernard Bailyn, *The Peopling of British North America* (1986)

Walter Nugent, *Crossings: The Great Transatlantic Migrations, 1870-1914* (1992)

Donna Gabaccia, *From the Other Side: Women, Gender, and Immigrant Life in the U.S., 1820-1990* (1994)

Sucheng Chan, ed. *Entry Denied: Exclusion and the Chinese Community in America 1882-1943* (1991)

Donald H. Akenson, *The Irish Diaspora* (1993)

Susan Glenn, *Daughters of the Shtetl: Life and Labor in the Immigrant Generation* (1990)

Camille Guerin-Gonzales, *Mexican Workers and American Dreams: Immigration, Repatriation, and California Farm Labor, 1900-1939* (1994)

Yen Le Espiritu, *Filipino American Lives* (1995)

Gustavo Perez Firmat, *Life on the Hyphen: The Cuban American Way* (1994)

Alejandro Portes and Alex Stepick, *City on the Edge: The Transformation of Miami* (1993)

Michael S. Sherry

History C15-2

THE UNITED STATES IN THE TWENTIETH CENTURY: 1936-60

Time: T-TH 9:00-10:30 and (films) Thursdays, 7:00-9:00 p.m. Discussion Sections: Fridays, 10, 11, and 1

Office Address: Harris 214

Office Phone: 491-7191

Maximum Enrollment: 90

COURSE DESCRIPTION: This course surveys major trends and themes in American history for the period under study. It emphasizes how America's militarization characterized this era, maturing during World War II and the Cold War and reshaping all facets of American life. This course is designed both for history majors and for non-majors willing to invest the considerable time and effort involved.

PREREQUISITES: None. **MANDATORY ATTENDANCE AT FIRST CLASS.** Students must also register for discussion sections. Films to be shown only during the listed Thursday evening times. P/N option accepted.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Probably three papers, the content and timing of which are to be determined.

TENTATIVE READING LIST:

William Chafe, *The Unfinished Journey: America Since World War II* (first half only; second half to be used in C15-3, Spring 1996)

William M. Tuttle, Jr., "Daddy's Gone to War": The Second World War In the Lives of America's Children.

William Graebner, *The Age of Doubt: American Thought and Culture in the 1940s*

Paul Carter, *Another Part of the Fifties*

Freeman Dyson, *Disturbing the Universe*

Brett Harvey, *The Fifties: A Women's Oral History*

Gregory Williams, *Life on the Color Line*

plus articles and films.

Edward Muir

History C43-0

MODERN ITALY

Time: T-TH 2:30-4:00

Office Address: Harris 314

Office Phone: 491-3653

Maximum Enrollment: 45

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 Rossellini,

Di Sica, Fellini, and the Taviani brothers will be shown in extra evening meetings.

PREREQUISITES: None

TEACHING METHOD: Lecture, class discussion, small group discussion projects

EVALUATION: Effective participation in small group discussions (evaluation by peers), two short papers, and a final paper.

TENTATIVE READING LIST:

Giuseppe Tomasi di Lampedusa, *The Leopard*

Carlo Levi, *Christ Stopped at Eboli*

Ignazio Silone, *Bread and Wine*

Denis Mack Smith, *Mussolini: A Biography*

Iris Origo, *The War in Val d'Orcia*

Grazia Deledda, *Cosima*

Mark Gilbert, *The Italian Revolution: The End of Politics, Italian Style?*

FILMS (to be shown in extra evening sessions):

Rome, *Open City* (Rossellini)

The Bicycle Thief (Di Sica)

La Strada (Fellini)

Amarcord (Fellini)

The Night of the Shooting Stars (Taviani brothers)

Peter Hayes

History C44-2

MODERN GERMANY 1918-1945

Time: T-TH 2:30-4:00 Discussion Sections: Fridays, 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

Erich Kaestner, Fabian

William S. Allen, The Nazi Seizure of Power

J. Noakes and G. Pridham (eds.), Nazism; A History in Documents and Eyewitness Accounts, 3 vols. and a xeroxed packet of readings.

Sarah Maza

History C50-2

EUROPEAN INTELLECTUAL HISTORY: RENAISSANCE TO ENLIGHTENMENT

Time: T-Th 10.30-12.00 Discussion Section: Th 1.00-2.30

Office Address: 318 Harris Hall

Office Phone: 491 3460/3406

Maximum Enrollment: 40

COURSE DESCRIPTION: This course examines selectively some of the most important European thinkers of the sixteenth through the eighteenth centuries. Its purpose is to get students acquainted with the historical origins of ideas that can seem to us self-evident: that body and soul are two separate entities, that males and females are two different sorts of beings, that government should be a contract. This is not, in other words, a crash-course in Great Thinkers, but a critical evaluation of the western heritage; in particular, a fair amount of attention will be paid to recent feminist analyses that have yielded fresh approaches to classic texts. Students should expect to wrestle with some difficult but rewarding reading material.

PREREQUISITES: ATTENDANCE AT FIRST CLASS MANDATORY. Some background in Early Modern European history (for instance History B01-1) is recommended but not required.

TEACHING METHOD: The course is a combination of lecture-course and seminar. There will usually be one common lecture on Tuesday, and the class will be divided in two on Thursday for discussion or a mixture of lecture and discussion. In other words you will attend class twice a week: once on Tuesday for lecture, and once on Thursday morning or afternoon for discussion.

EVALUATION: Students will be graded on the basis of their participation in discussion and two take-home papers, a shorter one (6-8 pp) during the quarter and a longer one (10-12 pp.) due during exam week.

TENTATIVE READING LIST:

Machiavelli, The Prince

More, Utopia
Montaigne, Essays (selections)
Hobbes, Leviathan (selections)
Locke, Second Treatise (selections)
Diderot, D'Alembert's Dream
Rousseau, The Social Contract and selections from other works
Thomas Kuhn, The Copernican Revolution
Carole Pateman, "The Fraternal Social Contract"
Thomas Laqueur, Making Sex

David Joravsky

History C50-3

INTELLECTUAL HIST: OF EUROPE--19TH CENTURY

Time: MWF 2:00-3:00

Office Address: Harris 303

Office Phone: 491-7418 or 3406

Maximum Enrollment: 45

COURSE DESCRIPTION: A critical survey of major trends in 19th-century European thought. After a brief backward look at the Enlightenment, we will analyze the great "isms" of the century: romanticism, nationalism, socialism, liberalism, feminism, positivism, and the anticipations of existentialism and artistic modernism. The crisis of religious faith will also be examined. Required readings in the original works of Michelet, Marx, the Mills (John Stuart and Harriet), Darwin, Tolstoy and Nietzsche, plus optional readings in other famous authors, will serve as points of departure for the lectures. Connections between trends of thought and other aspects of the social process will be a persistent theme.

PREREQUISITES: None. P/N allowed.

TEACHING METHOD: Lectures will be the main method, but I encourage students to interrupt with questions and comments, which often result in impromptu discussions. There will also be two or three extra meetings on an optional basis to discuss the problems that emerge in writing the paper.

EVALUATION: Half the grade will depend on a term paper, about ten pages typed double space, making a comparative analysis of two required readings and one on the optional list. The other half will be based on a final exam.

TENTATIVE READING LIST:

Voltaire, Candide

Michelet, The People

Marx, The Communist Manifesto and selections of other works

J.S. Mill, On Liberty and the Mills, "The Subjection of Women"

Darwin, The Descent of Man (selections)
Zola, Therese Raquin
Tolstoy, Confession and "The Death of Ivan Ilyich"
Nietzsche, The Genealogy of Morals

Optional reading: Carl Becker's Heavenly City of the 18th-century Philosophers, Tennyson's In Memoriam, George Sand's Indiana, Dostoevsky's Notes from Underground, and two plays of Ibsen's "Doll House" and Hedda Gabler").

Jonathon Glassman

History C57-2

SELECTED TOPICS IN EAST AFRICAN HISTORY

Time: T-TH 9:00 to 10:30

Office Address: 323 Harris Hall

Office Telephone: 491-8963

Maximum enrollment: 40

COURSE DESCRIPTION: African history is often told in terms of one or another "master narrative" in which change is generated from above, and, almost invariably, from without. In the case of modern East Africa, that "master narrative" often takes the following form: (a) an expanding Western-dominated global economy pulls East Africa into its orbit; (b) this economic expansion culminates in colonial conquest; (c) colonial domination is brought to an end by nationalist political movements dominated by western-educated elites, to whom the European power grants independence. But such "master narratives" collapse when they are examined from the perspective of ordinary villagers rather than from the perspective of urban and alien elites: other forces, and other conflicts, seem to have had more relevance in the shaping of modern East Africa than have the actions of powerful outsiders. We will pursue these themes through the study of a limited number of topics in the histories of two cultural/linguistic groups. Unit One will examine the history of the Swahili coast, a literate, urbanized Muslim society, from ca. 900 A.D. to colonial conquest. The emphasis will be on the social transformations associated with the nineteenth century expansion of international trade. Unit Two will focus on the twentieth century history of the Kikuyu-speaking people of central Kenya, cultivators and pastoralists who had traditionally lived in stateless village societies. Our study of Kikuyu history will seek to understand the origins of the "Mau Mau" peasant revolt that led directly to Kenya's independence from British rule.

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

TEACHING METHOD: About half lecture, half discussion and debate (with occasional films). The course will demand students' active participation; it will be impossible to do well without keeping abreast of the assigned reading.

EVALUATION: Classroom participation + approx. 20 pp. of written assignments.

TENTATIVE READING LIST:

P.D. Curtin et al., African History, relevant chapters.

G.S.P. Freeman-Grenville (ed.), The Swahili Coast: Select Documents.

Abdalla bin Ali bin Nasir, Al-Inkishafi: Catechism of a Soul.

Jonathon Glassman, Feasts and Riot: Revelry, Rebellion and Popular Consciousness on the Swahili Coast.

M.G. Vassanji, The Gunny Sack (novel).

R. Rosberg and J. Nottingham, The Myth of Mau Mau: Nationalism in Kenya.

Jomo Kenyatta, Facing Mount Kenya.

Tabitha Kanogo, Squatters and the Roots of Mau Mau.

Donald Barnett and Karari Njama, Mau Mau from Within.

Gavin Kitching, Class and Economic Change in Kenya: the Making of an African Petite Bourgeoisie.

Ngugi wa Thiong'o, A Grain of Wheat (novel).

Roger Kittleson

History C68-2

REVOLUTIONS IN TWENTIETH-CENTURY LATIN AMERICA

Time: MWF 1:00-2:00

Office Address: Harris Hall 208

Office Phone: 467-4037

Maximum Enrollment: 50

COURSE DESCRIPTION: Throughout the twentieth century, real and potential revolutions in Latin America have fascinated and frightened U.S. observers of the region. Moreover, as recent events in Chiapas, Mexico, and the survival of Castro's Cuba suggest, the "threat" or "promise" of revolution may have changed with the end of the Cold War, but it did not disappear. As a way of understanding what revolution has meant for Latin America, this class will examine the socioeconomic, political, and diplomatic contexts of Latin American revolutions to understand why some countries experienced revolution while others did not. Focusing particularly on Cuba, Nicaragua, El Salvador, Guatemala, and Bolivia, we will also analyze the outcome of revolutionary movements. Weighing their effects on economic, gender, and racial/ethnic groups, we will evaluate how revolutionary the legacies of these revolutions have been. Throughout the course the role of international actors, especially the Big Neighbor to the North (the U.S.), will be central to our discussions.

PREREQUISITES: None.

TEACHING METHOD: Lectures and discussion.

EVALUATION: There will be a short (4-6 page) paper (worth 25% of the final grade) and mid-term (worth 25%) and final (worth 40%) exams. Class participation will count for the remaining 10% of the final grade.

TENTATIVE READING LIST:

Manlio Argueta, One Day of Life

John A. Booth, The End and the Beginning: The Nicaraguan Revolution

Jeffrey L. Gould, To Lead as Equals

Jim Handy, Gift of the Devil

Louis P'rez, Jr., Cuba: Between Reform and Revolution course packet

John Rowe

History C89-7/21

JUNIOR TUTORIAL: THE CIA IN THE THIRD WORLD, 1947-1988

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. JUNIORS ONLY. 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 New Haven: Yale University Press, 1989.

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).

Laurence D. Schiller

History C89-7/22

JUNIOR TUTORIAL: THE RISE AND FALL OF APARTHEID IN SOUTH AFRICA

Time: Wednesday, 3:00-5:00

Office Address: Harris 102A

Office Phone: 491-7278 or 4654 (voice mail)

Expected Enrollment: 8

COURSE DESCRIPTION: This seminar will examine the origins, development, and collapse of the post 1948 South African apartheid state. We will examine a whole variety of topics including the nature of the state, the apparatus of Apartheid, its place in the Cold War world, resistance to the system, and finally its collapse and the creation of a new black majority state. Readings will be assigned with contrasting points of view and students will be expected to present several papers to the class for discussion exploring these differing views. One term paper will also be developed out of a topic that the students will choose.

PREREQUISITES: As a Junior Tutorial this class is open first to Junior History majors but others can take it with the permission of the instructor.

METHOD OF EVALUATION: There will be no exams and final grades will depend on both class participation and the papers.

BASIC READINGS WILL INCLUDE:

Study Commission on U.S. Policy, etc. South Africa: Time Running Out

Roger Omond, The Apartheid Handbook

Julie Frederikse, South Africa: A Different Kind of War

Kevin Danaher, In Whose Interest

Pam Christie, The Right to Learn

Lawrence Litvak, South Africa: Foreign Investment and Apartheid

Readers Digest. Illustrated History of South Africa

Marks and Trapido, *The Politics of Race, Class and Nationalism in Twentieth Century South Africa*
Sebastian Mallaby, *After Apartheid*
R. Hunt Davis, *Apartheid Unravels*
A. Sparks, *tomorrow is a Different Country*

Tessie P. Liu

History C91-20

WOMEN IN MODERN EUROPEAN SOCIETY

Time: Tuesdays and Thursdays: 10:30 to 12

Office Address: 320 Harris

Office Phone: 491-3150

Maximum Enrollment: 40

COURSE DESCRIPTION: This course introduces students to major intellectual, social, political, and economic changes in the lives of women in European society since the eighteenth century. Topics include the rise of democratic institutions, class relations in industrial society, new concepts of the self, changing attitudes towards sexuality, reproduction, and family life. In addition to studying how womanhood is created as a social ideal, the course also focuses on women's individual and collective struggles to define themselves and to better their world.

PREREQUISITES: None. Previous courses in modern European history or women's studies desirable, but not required.

TEACHING METHOD: Although this is a lecture course, discussion of readings and lecture material is the most important component of the class. To facilitate class discussions, students will prepare short position papers (3 to 5 pages) on specific questions pertaining to the readings and lectures. These papers are due the day of the discussion. There will be three short papers and a cumulative take-home final.

EVALUATIONS: Class participations, written work, and attendance.

TENTATIVE READING LIST:

Renate Bridenthal, et. al., *Becoming Visible: Women in European History*.

Herculine Barbin, *Herculine Barbin: Being the Recently Discovered Memoirs of Nineteenth Century Hermaphrodite*.

Jean-Jacques Rousseau, *Emile; or Education*.

Carolyn Steedman, *Landscape for a Good Woman*.

Judith Walkowitz, *Prostitution and Victorian Society: Women, Class, and the State*

Mary Wollstonecraft, *A Vindication of the Rights of Women*.

Virginia Woolf, *Three Guineas*.

Sara Berry

History C91-30

DEBATING ENVIRONMENTALISM IN AFRICA

Time: T-TH 10:30-12:00

Office Address: 304 Harris

Office Phone: 491-7421

Maximum Enrollment: 40

COURSE DESCRIPTION: This course will examine environmental change in sub-Saharan Africa as a subject of popular, academic and political debate in the 19th and 20th centuries. In addition to reviewing alternative scholarly, official and local explanations of environmental change, we will discuss how they have been informed by different cultures of understanding and by competing economic and political interests; how strategies of resource management and use, by Africans and non-Africans, have changed over time, and how they have been portrayed and evaluated by different observers; and how power has been brought to bear on the exploitation and conservation of environmental resources--by colonial and national governments, by local elites and by international organizations.

TEACHING METHOD: Lecture and discussion.

METHOD OF EVALUATION: Two essay exams (a mid-term and a final). On each exam, questions will be taken from a list distributed in advance.

TENTATIVE READING LIST: TBA

Stuart Strickland

History C91-40

ORIGINS OF MODERN MEDICINE

Time: MWF 10-11

Office Address: Harris 103-C

Office Phone: 491-2753

Maximum Enrollment: 50

COURSE DESCRIPTION: The aim of this course is to come to terms with the emergence of a distinctly modern conception of medicine. Rather than attempting a comprehensive view of the development of medicine from its earliest beginnings, we will focus on a critical period -- stretching roughly from the beginning of the seventeenth to the end of the nineteenth century -- when medicine first began to articulate and then realize its aspirations to become a science. We will consider this transformation and its effects from four distinct perspectives: patients, diseases, physicians, and medical institutions. Topics include anatomical representations of the normal and the pathological body; political dimensions of medical attention to racial and gender differences; the cultural authority

of physicians and the consolidation of medical orthodoxy; the eclipse of midwifery; social repercussions of attempts to identify and control the epidemic spread of disease; the hospital as a site of healing, education, and incarceration. While acknowledging the manifest benefits of the success of modern medical science, we will also attend critically to its costs.

PREREQUISITES: None.

TEACHING METHOD: Lecture (Mondays and Wednesdays) and discussion (Fridays).

EVALUATION: Mid-term and final exams; participation in class discussion.

TENTATIVE READING LIST:

Allan Brandt, No Magic Bullet: A Social History of Venereal Disease in the U.S. since 1880

Robert Darnton, Mesmerism and the End of the Enlightenment in France

Barbara Duden, The Woman Beneath the Skin: A Doctor's Patients in 18th-Century Germany

Mary Fissell, Patients, Power and the Poor in Eighteenth-Century Bristol

Michel Foucault, The Birth of the Clinic

Thomas Laqueur, Making Sex: Body and Gender from the Greeks to Freud

Charles Rosenberg, The Cholera Years

Laurel Ulrich, A Midwife's Tale

John Warner, The Therapeutic Perspective: Medical Practice, Knowledge, and Identity in America, 1820-1885

Atsi Sheth

History C91-60

SOUTH ASIANS IN THE UNITED STATES

Time: T-TH 2:30-4:00

Office Address: 104B Harris

Office Phone: 491-7448

Maximum Enrollment: 40

COURSE DESCRIPTION: This course will examine the historical processes underlying the issues of identity for Indians, Bangladeshis and Sri Lankans living in the United States. Topics to be discussed include the history of South Asians immigration, variation among different "waves" of immigrants, issues of assimilation, mobilization within the community, gender issues within the South Asian community. We will explore how South Asia was and continues to be represented in Western scholarly texts as well as popular culture in the United States and the implications of this for the South Asian diaspora in the United States. The above topics will be discussed with reference to a) the role of immigrants in the theory and practice of American politics, b) the experiences of other minority groups in the United States and the "melting pot"/ "mosaic" debate as well as c) the South Asian "diaspora" in general, including those who migrated to Africa, England and Canada.

TEACHING METHOD: Lectures and discussion. Students will be encouraged to share their research by leading class discussion/debates on their chosen topic.

EVALUATION: Students will be evaluated on class participation (15%), a 5 page review essay (25%) and a 10 page research paper (60%). For the brief essay, students will be asked to choose a specific topic from those listed for each week and critically review the assigned readings/visual material for that particular topic.

PREREQUISITES: None.

COURSE MATERIAL: Course material will include books, journal and magazine articles, films and television clips by and about South Asians.

TENTATIVE READING LIST:

Joan Jensen, *Passage from India: Asian Indian Immigrants in North America* New Haven: Yale University Press, 1988

Our Feet Walk in the Sky: Women of the South Asian Diaspora Edited by the Women of South Asian Descent Collective, 1993

Bapsi Sidhwa, *An American Brat*, 1994

Peter Van Der Veer, *Nation and Migration: The Politics of Space in the South Asian Diaspora* Philadelphia: University of Philadelphia Press, 1995

Course Packet: Selected book chapters and various articles.

Jacob Lassner

History C92-21

THE SIX DAY WAR (1967): ITS INFLUENCE ON ARAB-ISRAEL RELATIONS

Time: Thursdays, 2:30-4:30

Office Address: Harris 210

Office Phone: 491-7652

Maximum Enrollment: 15

COURSE DESCRIPTION: The Six Day War, or June War, as it is known among the Arabs, might be regarded as a major watershed in Arab-Israel Relations. The decisive Israeli military victory caused major changes in Arab Society: The growth of the PLO; the strengthening of Muslim revivalism, and relative to that a deep self questioning of traditional values. In Israel, it created an end to feelings of total isolation; a relaxed sense of the future owing to newly acquired strategic depth; the opportunity to settle the traditional heartland of biblical Israel; and a troublesome and tragic occupation of Arab territory. These developments gave rise eventually to the Yom Kippur War (1973), or Operation Badr, which in turn set loose forces leading to the peace process currently under way. This seminar will trace the options available to the principal players and how and why they chose as they did.

TEACHING METHOD: Lectures and discussion.

EVALUATION: Take home exams and final paper.

READING LIST:

C Smith, The Arab Israel Conflict

W. Laquer, The Arab Israel Reader

Coursepack of readings from secondary and primary sources in translation.

Jonathon Glassman

History C92-22

BANDITS, CRIMINALS, AND RACE REBELS

Time: Wednesday/Friday 11:00 - 12:30

Office address: 323 Harris Hall

Office phone: 491-8963

Maximum enrollment: 15

COURSE DESCRIPTION: In this seminar we will explore the idea that criminality may sometimes be interpreted as an expression of resistance to injustice. If the norms and laws of a given society are unjust, how can we draw the line between anti-social behavior and rebellion against social oppression? Why has popular culture in many different times and places often romanticized criminals as if they were fighters against injustice? Why do sentiments of oppression and marginalization seem to result more often in criminal behavior than in rebellious politics? In brutally alienating conditions of racial or colonial subjugation, can criminal violence play a psychological role in redressing one's feelings of marginalization and dehumanization? We will read works by historians, novelists, social scientists and some of the criminals themselves to see how they have answered these questions. Although the approach is interdisciplinary, the focus will always be on the historical relativity of morality, and especially on historical junctures in which dominant moral frameworks are undergoing radical transformations.

PREREQUISITES: Permission of instructor.

TEACHING METHOD: Seminar format; active classroom participation will be expected. This is a demanding course, with a substantial reading load.

EVALUATION: Classroom participation, four short discussion papers (@ approx. 3-4 pp.), and a final paper (approx. 10 pp.).

TENTATIVE READING LIST:

Eric Hobsbawm, Bandits.

Peter Linebaugh, The London Hanged: Crime and Civil Society in the Eighteenth Century.

Eugene Genovese, Roll, Jordan, Roll: the World the Slaves Made (excerpt).
Dugmore Boetie, Familiarity is the Kingdom of the Lost.
Mark Twain, The Adventures of Huckleberry Finn.
Hannah Arendt, Eichmann in Jerusalem: A Report on the Banality of Evil.
Richard Wright, Native Son.
Mike Davis, City of Quartz: Excavating the Future in Los Angeles (excerpts).
Robin D.G. Kelley, Race Rebels: Culture, Politics and the Black Working Class (excerpt).
Ruth Rosen, The Lost Sisterhood: Prostitution in America, 1900-1918.
Anonymous, Madeleine: an Autobiography.

Sarah Maza

History C92-23

GENDER, REASON AND REVOLUTION: WOMEN AND MEN IN EIGHTEENTH-CENTURY FRANCE

Time: Tuesdays, 1:00-3:00

Office Address: 318 Harris Hall

Office Phone: 491 3460/3406

Maximum Enrollment: 15

COURSE DESCRIPTION: In France the eighteenth century was long reputed to be a golden age for (some) women, a time when famous hostesses conversed intelligently with great (male) thinkers from all over Europe. Women were also featured in literary works as participants in intellectual debate. Yet in recent years, feminist scholars have insisted that the Enlightenment furthered the definition of reason as a male attribute, and have pointed out that in 1789 and after, women were still denied the vote and most other political rights. In this seminar we will explore these paradoxes through a range of primary and secondary texts. The topics we will address include: the role of women in the 17th century scientific revolution; the ambiguous relationship between salon hostesses and intellectuals; women in aristocratic and libertine culture; women writers; gender, biology, and the body, women and men in the French Revolution.

PREREQUISITES: None. Some background in European history and/or women's studies is helpful but is not required.

TEACHING METHOD: A weekly two-hour seminar.

EVALUATION: Two papers of up to ten pages; some informal assignments such as short presentations; class attendance and participation.

TENTATIVE READING LIST:

Londa Schiebinger, The Mind has No Sex?

Carole Pateman, The Sexual Contract

Montesquieu, Persian Letters and excerpts from the Spirit of the Laws

Francoise de Graffigny, Letters of a Peruvian Woman
Dena Goodman, The Republic of Letters
Choderlos de Laclos, Dangerous Liaisons
Rousseau, selected excerpts
Joan Landes, Women and the Public Sphere in the Age of the French Revolution

Meredith Rusoff

History C92-24

VICTORIA'S SECRETS: SEXUALITY, CRIME AND POVERTY IN VICTORIAN ENGLAND

Time: Wednesdays, 2:00-4:00

Office Address: 619 Emerson

Office Phone: 491-7524

Maximum Enrollment: 15

COURSE DESCRIPTION: This course will explore the seamier side of life in Victorian England. The usual perception of "Victorianism" is that of an uptight, undersexed, overly-moral population living in ordered, "proper" communities. These myths will be exposed throughout this course, with special focus on sexuality, poverty, and violence/crime. Approximately three weeks will be spent on each of these three topic areas. The section on sexuality will focus on prostitution, pornography, homosexuality, and perhaps birth control. The poverty section will include debates over the poor laws and the life of the "ragged" poor. The violence and crime section will cover domestic abuse, crime in general, and wrap up with Jack the Ripper, who ties many of these themes together. There will be a mix of primary and secondary readings. Students will be required to do intensive research into primary sources for the final paper.

PREREQUISITES: None.

TEACHING METHOD: This will be a discussion seminar.

METHOD OF EVALUATION: Students will be graded on their writing, a brief presentation, and their participation in the class discussion. Writing assignments will include some very short papers (1 page), two short papers (3 pages), and one longer final paper (8-10 pages).

TENTATIVE READING LIST:

Thomas Boyle, black Swine in the Sewers of Hampstead

Gertrude Himmelfarb, The Idea of Poverty

Michael Mason, The Making of Victorian Sexuality

Judith Walkowitz, City of Dreadful Delight

Judith Walkowitz, Prostitution and Victorian Society

Jeffrey Weeks, Sex, Politics and Society

the diaries of Hannah Cullwick; Charles Booth's surveys of the London poor; accounts of the trials of

Oscar Wilde and Annie Besant and Charles Bradley; selections from G. Himmelfarb's, *The Idea of Poverty*.

Rachel Jennens

History C92-25

DID WOMEN HAVE A RENAISSANCE?

Time: Wednesday, 3:00-5:00

Office Address: Harris 106

Office Phone: 491-7412

Maximum Enrollment: 15

COURSE DESCRIPTION: The contentious debate brought into sharp focus by Joan Kelly in 1977 continues to be a source of controversy to this day. The debate becomes particularly interesting in light of recent debates over victimization among various branches of modern feminists. The course will focus on three main themes. First, the class will look at what was occurring in society at large and women specifically during the period called the Renaissance. Second, it will consider whether or not applying twentieth century perceptions of victim/autonomous individual is really a valid way of considering women in this (or any other) historical period. And finally, if we cannot apply twentieth century standards, how can one come to any conclusions.

PREREQUISITES: Basic knowledge of early modern European history, 1400-1800.

METHOD OF EVALUATION: Course work, besides the readings, will consist of discussion of the readings, short presentation/paper, a synthetic paper of 10-12 pages considering the titular question and possibly a field trip to the Newberry.

READINGS:

Joan Kelly, "Did Women Have a Renaissance?"

Thomas Laqueur, *Making Sex: Body and Gender from the Greeks to Freud*, ch. 1-4

Susan Cahn, *Industry of Devotion: the Transformation of Women's Work in England, 1500-1660*

Half Humankind: Contexts and Texts of the Controversy About Women in England, 1540-1640

Christine de Pisan, *The Treasure of the City of Ladies*

Marguerite de Navarre, *The Heptameron*

Lawrence Stone, *Family, Sex and Marriage*, excerpts.

Ian McLean, *The Renaissance Notion of Woman*

Retha Warnike, *Women of the English Renaissance and Reformation*

Judith Bennett, "History that Stood Still", *Signs*, 1990

M.C. Howell, *Women, Production, Patriarchy in Early Modern Europe*, ch. 1-2

_____, "A Feminist Historian Looks at the New Historicism: What's so Historical About It?", *Women's Studies* #19, 1991

Joan Scott, "Gender: A Useful Category of Historical Analysis", *Gender and the Politics of History*
TBA

Benjamin Soares

History C92-26

MUSLIM IDENTITIES AND COMMUNITIES IN THE TWENTIETH CENTURY

Time: Thursdays, 3:00-5:00

Office Address: 555 Clark, Room 112

Office Phone: 491-4565

Maximum Enrollment: 15

COURSE DESCRIPTION: This course provides an introduction to the study of Islam as a world religion in the twentieth century global political economy. After an introduction to the basic tenets of Islam and a historical overview, it considers the development of Muslim identities and the imagining of Muslim communities in a variety of contemporary and recent historical settings in Africa, Asia, the Middle East, and North America. In doing so, it explores the interaction of the global, the national, and the local. It considers such historical processes as migration, nationalism, and the development of mass media in the shaping of identities and communities and how these have been, in turn, mediated by locally salient differences of class, gender, and ethnicity. The course looks at so-called fundamentalism and reformism both locally and globally, as well as religious and political debates and struggles among Muslims and between Muslims and others, including "the West."

PREREQUISITES: Although some background in the study of Islam is helpful, there are no formal prerequisites other than enthusiasm for the topic.

TEACHING METHOD: Seminar format.

METHOD OF EVALUATION: Timely completion of weekly assignments and participation in class discussions (25%) and three papers (75%).

REQUIRED BOOKS:

Dale Eickelman, *Knowledge and Power in Morocco*. (Princeton, 1985)

John L. Esposito, *Islam: the Straight Path*. (Oxford, rev. edition, 1992)

Clifford Geertz, *Islam Observed*. (Chicago, 1968)

Michael Fischer and Mehdi Abedi, *Debating Muslims: Cultural Dialogues in Postmodernity and Tradition*. (Wisconsin, 1990)

TBA

Jock McLane

History C95-0

SEMINAR IN INDIAN RELIGIOUS REVIVALS

Time: Tuesday, 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, C85, 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
Tapan Basu et al, Khaki Shorts and Saffron Flags: A Critique of the Hindu Right

Ken Alder

History C98-2

SENIOR HISTORY HONORS SEMINAR

Time: Thursdays, 3:00-5:00

Office Address: 102C Harris Hall

Office Phone: 491-7260

Maximum Enrollment: 17

COURSE DESCRIPTION: Continuation of C98-1.

PREREQUISITES: C98-1 (Fall) and permission of instructor or department. No P/N registration permitted.

TEACHING METHOD: Individual consultations and evaluations of draft essays.

EVALUATION: Grades based on final essays.

TENTATIVE READING LIST: TBA

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: November 7, 1995

Religion

Richard Kieckhefer

Department of Religion A01-6

FRESHMAN SEMINAR: FICTIONAL LIVES OF CHRIST

Time: MWF 2 at Chapin Hall

Office Address: 1940 Sheridan Road

Office Phone: 491-2614

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: Discussion.

EVALUATION METHOD: Grades will be based on class participation and on a series of papers. Three papers of five to six pages each.

READING LIST:

Nikos Kazantzakis, *The Last Temptation of Christ* (Simon & Shuster, 1960).

Par Lagerkvist, *Barabbas* (Vintage, 1989).

Fyodor Dostoevsky, *The Grand Inquisitor* (Ungar, 1956).

Kahlil Gibran, *Jesus the Son of Man: His Words and His Deeds as Told and Recorded by Those Who Knew Him* (Heinemann, 1954), excerpts.

Mieczyslaw Malinski, "Mary Magdalene," in *Witnesses to Jesus: The Stories of Five Who Knew Him* (Crossroad, 1982), 169- 224.

Marguerite Yourcenar, "Mary Magdalene, or Salvation," in *Marguerite Yourcenar, Fires* (Farrar, Straus, Giroux, 1981), 63-80.

Michel de Ghelderode, "The Women at the Tomb," from *Seven Plays* (Hill & Wang, 1960-64), 27-43.

Benjamin Sommer

Department of Religion B10-0

INTRODUCTION TO HEBREW BIBLE

Time: MWF 11:00

Office Address: 1940 Sheridan Road

Office Phone: 491-5488

Expected Enrollment: 100

COURSE DESCRIPTION: 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.

TEACHING METHOD: Discussion and lecture.

READING LIST:

The Tanakh: A New Translation According to the Masoretic Text (The Jewish Publication Society, 1985).

Michael Fishbane, Text and Texture (Schocken, 1979)

Normal Habel, Literary Criticism of the Old Testament (Fortress, 1971)

Hershel Shanks (ed.), Ancient Israel: A Short History (Prentice Hall, 1971).

Joseph Blenkinsopp, A History of Prophecy in Israel (Westminster, 1983).

Gene Tucker, Form Criticism of the Old Testament (Fortress, 1971).

Course pack.

George Bond

Department of Religion B20-0

INTRODUCTION TO HINDUISM

Time: MW 3-4:30

Office Address: 1940 Sheridan Road

Office Phone: 491-5488

Expected enrollment: 150

COURSE DESCRIPTION: Hinduism is the oldest living world religion. Its scriptures, the Vedas, began to be chanted and studied over four millenia ago, a practice that continues until today. They record, among other things, humanity's earliest attempt to constitute itself in a meaningful world, and we, as well as modern Indians, have inherited their efforts and theories. Hinduism evolved outward from the Vedas in various ways and in various directions, and eventually constituted a vast panoply of religious beliefs and practices that had a basic unity but also great diversity. This course will explore the unity and diversity of the religion of India by studying the history, the sacred literature and the philosophy of Hinduism. proceeding historically, the course will focus on three main aspects of Hinduism: (1) the sacrifices and the gods of the ancient Vedas, (2) the philosophical and meditation tradition of the Upanishads, and (3) the devotional worship of gods and saints developed in the Bhagavad Gita and the Epics. Although each of these three aspects represents a different religious practice, Hinduism has perceived them all to have the same goal. Part of our task in this

course will be to understand the diverse means and the singular goal of Hinduism.

TEACHING AND EVALUATION METHODS: The student's grade for the course will be based on two exams, a mid-term exam and a final exam, as well as participation in discussion sections. There will be reading reports and other assignments in the discussion sections. In addition, students may elect to write an optional term paper which will count as an additional factor in the grade. Students who wish to write this optional term paper should confer with prof. Bond early in the quarter about their topic.

READING LIST:

Zaehner, R.C., Hinduism (Oxford)

Deutsch, E., Advaita Vedanta: A Philosophical Reconstruction

Narasimhan, C.V., The Mahabharata: An English Translation (Columbia)

Prabhavananda, The Song of God: Bhagavad Gita (Mentor & Isherwood)

Narayan, R.K., The Ramayana (Penguin)

Pintchman, T., The Rise of the Goddess in the Hindu Tradition (SUNY)

John Hunwick

Department of Religion B28

INTRODUCTION TO ISLAM

Time: TTh 10:30-12 Noon

Office Address: 1940 Sheridan Road

Office Phone: 491-5488

Expected enrollment: 75

COURSE DESCRIPTION: Islam, as the second largest religion in the world, now claims over one billion adherents. Muslims (those who profess that religion) are found in every country of the world, including the U.S.A., where they are the second largest and fastest growing religious group. Few Americans, however, could list the five "pillars" of belief and action that constitute the core of the Islamic faith. Even fewer have any knowledge of the history of Islam, the relationship between faith and social action in Islam, or the doctrinal and 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.

ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING METHOD: Lectures and mandatory discussion groups.

EVALUATION METHOD: Mid-term and final exams.

READING LIST:

Prescribed

F.W. Denny, An Introduction to Islam, New York: Macmillan, 2nd edition, 1992.

Carolyn Fluehr-Lobban, Islamic Society in Practice, University of Florida Press, 1944.

Recommended

John Esposito, Islam: The Straight Path, Oxford University Press, 1989.

Malise Rughven, Islam in the world, Oxford University Press, 1984.

Manfred Vogel

Department of Religion, C07-0

JUDAISM IN CONTEMPORARY CHRISTIAN THEOLOGY

Time: M 2-4:30

Office Address: 1940 Sheridan Road

Office Phone: 491-5488

Expected Enrollment: 20

COURSE DESCRIPTION: A study and critical evaluation of the way Judaism is understood in the theologies of such figures as Barth, Bultmann, Tillich, Niebuhr, Danielou, etc.

NO PREREQUISITIES.

TEACHING METHOD: Lectures, student class presentations and discussion.

EVALUATION: A term paper.

READING LIST:

Roy Eckardt, Elder and Younger Brothers

Selected bibliography

Benjamin Sommer

Department of Religion C13-0

VARIETIES OF ANCIENT JUDAISM

Time: MWF 9:00 am

Office Address: 1940 Sheridan Road
Office Phone: 491-5488
Expected enrollment: 30

COURSE DESCRIPTION: An examination of ancient Judaism in its many manifestations from the destruction of the First Temple in 586 BCE through the aftermath of destruction of the Second Temple in 70 CE. Texts covered will include late books of the Hebrew Bible, Dead Sea Scrolls, Apocrypha and Pseudepigrapha, the writings of the historian Josephus, selections from the New Testament, and early rabbinic writings. The class will concentrate on various attempts to reconstruct Judaism in the post-exilic era, the role of Messianism and apocalyptic, the confrontations between Judaism and Hellenism (e.g., in the Hasmonean revolt), the relations between Diaspora and Palestinian Judaism, and the movement from an oracular and temple-based religion to a textually-oriented and synagogue-based religion.

TEACHING METHOD: Discussion and lecture.

EVALUATION METHOD:

READING LIST: tba

Cristina Traina

Department of Religion, C50-0

TOPICS IN RELIGION: RELIGION AND FILM

Time: Wednesday, 3:00-5:30 p.m.

Office Address: 1940 Sheridan Road

Office Phone: 491-2938

Expected enrollment: 20

Location: Hobart House (Women's Residential College)

COURSE DESCRIPTION: This is a course on the use of religious themes and the portrayal of religion in classic and contemporary film. Students will read background literature on, view, and discuss the films listed below. Although films on Judaism and Hinduism are included, the emphasis will be on Christianity.

PREREQUISITES: None. Registration is P/N only.

TEACHING METHOD: Film viewing, discussion.

EVALUATION: Attendance, active and informed participation in class discussion.

READINGS: Packet of critical and introductory articles on the films to be viewed.

FILMS:

Seventh Seal
The Sacrifice
Wings of Desire
Father Sergius
Leon Morin, priest
Devi
The Dybbuk
Babette's Feast
Household Saints
Monty Python and the Holy Grail

Jacob Lassner

Department of Religion, C57-0

JEWISH TRADITION IN ISLAM

Time: TTH 1-2:30

Office Address: Rm. 210 - Harris Hall

Office Phone: 491-5488 or 491-7652

Expected Enrollment: 30

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.

READING LIST:

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 CHRISTIAN THOUGHT

Time: MWF 10:00 am
Office Address: 1940 Sheridan Road
Office Phone: 491-2614
Expected enrollment: 30

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)

Saint Augustine, Confessions, trans. R.S. Pine-Coffin (Harmondsworth: Penguin, 1961). Be sure to get this translation.
Julian of Norwich, Showings, trans. Edmund Colledge and James Walsh (New York: Paulist, 1978).
St. Athanasius, On the Incarnation, trans. and ed., a religious of C.S.M.V., intro. C.S. Lewis (repr. Crestwood, N.Y.: St. Vladimir's Orthodox Theological Seminary, 1989).
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.
Martin Luther, Three Treatises, rev. ed. (Philadelphia: Fortress, 1970).

Richard Kieckhefer

Department of Religion, C67-0

THE ART OF MEDIEVAL DEVOTION

Time: MWF 2:00
Office Address: 1940 Sheridan Road
Phone: 491-2614
Expected enrollment: 25

COURSE DESCRIPTION: The devotional writings and practices of medieval Europe are often taken as background for the study of medieval verse, drama, art, or music. In this course we will approach the relationship between religion and culture from a somewhat different perspective. Our primary subject matter will be the rise of devotionalism and the history of various devotional themes in medieval religion: the saints, Mary, the Holy Land, the life and Passion of Christ, the Name of Jesus, the blood of Christ, and the eucharist. We will turn to works of literature and art as manifestations of this devotionalism. Specific topics include:

- A. Piety in the cloister: monks, friars, nuns, beguines
- B. Piety at court
- C. Piety in the parish church and at home: public and domestic religion
- D. Piety at shrine--and along the way
- E. The saints as spiritual aristocrats: Voragine, Osbern Bokenham, plays
- F. The allure of the Holy Land: Felix
- G. Mary as Queen of Heaven and Goddess of the Earth: Birgitta (Sermo angelicus), miracles, hymns & antiphons
- H. The life and Passion of Christ: Anselm, Bernard, Ailred, Bonaventure, Pseudo-Bonaventure, plays, lyrics, Rolle
- I. The Name of Jesus: Suso, Rolle
- J. The salvific and miraculous blood: Catherine of Siena
- K. The eucharist as food and relic: Thomas Aquinas, Thomas a Kempis

TEACHING METHOD: Lecture and discussion.

EVALUATION: Grades will be based on participation in the discussion sections and on a term paper.

READINGS:

Margaret Ebner, Major Works
Richard Rolle, English Works
Van Engen, ed., Devotio Moderna
Birgitta, Revelations
Henry Suso, The Life of the Servant
Plus excerpts from further primary sources

ctec@northwestern.edu

[Course Descriptions](#), [Evanston Campus Registration](#)

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Last Updated: November 7, 1995

European Thought and Culture

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

Geza von Molnar/Kerstin Behnke

European Thought & Culture B17-0

THE ROMANTIC PERIOD

Time: MWF 11:00

Office Address: Kresge 109 or 107

Phone: 491-8296 or 491-8292

Expected Enrollment: 80

COURSE DESCRIPTION: The term Romanticism tends to evoke a profusion of diverse associations that cannot be adequately summarized by a comprehensive definition. Far from rendering the term meaningless, this difficulty conveys its underlying significance: Romanticism stands for new directions in our intellectual and cultural history that continue to affect its course: it stands for a radical change in the traditional concept of self, a change that led to grand and contrary visions concerning all aspects of human endeavor. In this course we shall trace major currents of Romantic thought and sensibility as they emerged in the philosophy, literature, art, and music of Europe during the last half of the eighteenth century and the first half of the nineteenth. The literature to be read will essentially reflect the cultures that led Europe into the Romantic revolution, those of Germany and England. Faculty members from the School of Music and the Department of English,

respectively, are going to share responsibility in conducting the sessions in music.

PREREQUISITES: No Prerequisites. P/N registration is not permitted.

TEACHING METHOD: Lectures and discussion. There will be discussion sections.

EVALUATION: Midterm and final examinations.

TEXTS: Works to be read and discussed by: Goethe, Rousseau, Schlegel, Novalis, Heine, Hoffmann (all in translation), Blake, Byron, Wordsworth, Coleridge, Shelley, Keats, and Mary Shelley.

SECONDARY TEXTS: E.J. Hobsbawm, The Age of Revolution 1789 - 1848

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Last Updated: November 7, 1995

African & Asian Languages

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. Substantial time will be devoted to developing oral/aural communicative skills in addition to reading and writing. 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: Class time is devoted to reading, oral communication, translation and structure explanation. Students are required to use audio-visual materials available in the Multi-Media Language Center and be prepared to devote additional time to daily homework.

EVALUATION: Attendance, quiz grades, active participation in class activities and class performance will count towards the final grade.

TEXTBOOKS: Consult the Department office. Hans Wehr, A Dictionary of Modern Written Arabic

M. Eissa

AAL AO6-1,2,3

ARABIC II

Office: Kresge Hall 356

Phone: 491-5288

Expected enrollment: 10

COURSE DESCRIPTION: This is a three-segment course as a continuation of Arabic I (AO5-1,2,3). The first of those segments begins always in the Fall quarter of every academic year. This

course deals with more sophisticated yet essential topics of daily and literary use of the Arabic language. The emphases 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%), class participation and performance (25%).

TEXTBOOK: Check with the instructor. 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

Hong Jiang

AAL All-1,2,3 Section 20

CHINESE I

Office: Kresge Hall 339

Phone: 467-1350

Expected enrollment: 15

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 and Peggy Wang.

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.

Richard Li-cheng Gu

AAL All-1,2,3 Section 22, 21B

ACCELERATED CHINESE I (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, Princeton University and Beijing University.

PREREQUISITES: 1 year of Chinese in high school or consent of instructor.

TEACHING METHOD: Four regular class hours are for analysis of sentence structure, sentence buildup, etymology of Chinese words, translation, conversation and dictation. In class, after explaining grammar and characters in English/Chinese, the instructor will use Chinese for sentence buildup and conversation. After class the student should spend 30 minutes doing writing assignments regularly.

EVALUATION: Classroom performance, written assignments, oral reports, quizzes, a midterm exam and a final exam.

Richard Li-Cheng Gu

Hong Jiang

AAL A12-1,2,3 Sections 20, 21,22

CHINESE II

Office: Kresge Hall 348 & 339

Phone: Gu 491-2760, Jiang 467-1350

Expected enrollment: 15

COURSE DESCRIPTION: The course is designed to improve students' comprehension in speaking and reading Chinese. Through carefully edited texts we will build up a basic vocabulary for reading, writing and conversation.

PREREQUISITES: Chinese I. P/N is allowed and consent of instructor.

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.

READINGS:

Practical Chinese Reader, Vol. II

Laughing in Chinese

Strange Friends (Movie Scripts)

Intermediate Reader of Modern Chinese

Wen-Hsiung Hsu

AAL B13-1,2,3

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.

PREREQUISITES: 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, RendaoÊzhong-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 AOI-1,2,3 Sections 20, 21, 22

HEBREW I

Office: Kresge Hall 352

Phone: 708/491-2769

Expected Enrollment: 20-30

COURSE DESCRIPTION: This is a course in elementary modern Hebrew. The course is designed to develop all four language skills (listening, speaking, reading and writing) and an explicit knowledge of Hebrew grammar.

PREREQUISITES: None

TEACHING METHOD: Classwork centers on learning new vocabulary and grammatical structures. These are introduced and exercised orally in anticipation of dealing with written dialogues and essays. Drills in the texts and on the tapes expand and reinforce the new material. Independent lab work is part of the coursework.

EVALUATION: A student's grade for this course will be based upon (1) daily homework assignments, (2) weekly quizzes, (3) a midterm exam and (4) a final exam.

READINGS: The textbook used is our own materials obtained at Copycat of Evanston. The accompanying workbook is TARGILON (Academon, Jerusalem, 1982).

Edna Grad

AAL AO2-1,2,3 Sections 20, 21

HEBREW II

Office: Kresge Hall 352

Phone: 491-2769

Expected enrollment: 12-15

COURSE DESCRIPTION: This is an intermediate level course in Hebrew. The purpose of the course is to enlarge the student's vocabulary and to reinforce and expand his/her knowledge of Hebrew grammar in order to improve conversational and writing skills as well as the ability to handle literary texts (from Biblical to modern).

PREREQUISITES: Northwestern students should have completed and received credit for AO1-1,2,3. New students must have permission of the instructor.

TEACHING METHOD: The lessons will center around the reading and discussion of literary texts (prose and poetry --occasionally-- newspaper articles. Homework assignments will include written exercises, compositions and preparation for oral presentations in class.

EVALUATION: Grades will be based on (1) daily homework assignments (2) quizzes (3) oral presentations (4) a midterm exam and (5) a final exam.

READINGS: Intermediate Hebrew (text and workbook). Northwestern U. Press, Evanston, 1987

Edna Grad

AAL BO1-1,2,3

HEBREW III

Office: Kresge Hall 352

Phone: 491-2769

COURSE DESCRIPTION: This is an advanced level course in Hebrew. Literary works from Old Testament to contemporary Hebrew prose and poetry will be read, discussed and analyzed orally and in writing.

PREREQUISITES: Northwestern students should have completed and received credit for Hebrew 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-long course elementary Japanese. It is designed to master the basic spoken and written communication skills in Japanese. It prepares students for the AAL 16, which in turn leads to Japanese III AAL B17.

TEACHING METHOD: During the first quarter of A15 students learn the hiragana and katakana (using computer programs), and Kanji. By the end of the first year students in addition will be able to use the adequate number of vocabulary and approximately 200 Kanji, and to be familiar with the grammar and pronunciation of modern colloquial Japanese. Classroom activities and assignments are designed to strengthen proficiency in listening, speaking, reading and writing. The class meets five days a week.

EVALUATION: Weekly quizzes, weekly assignments, oral examinations, final examination and class attendance are taken into account in determining a grade for each student.

READINGS: Course packet

Seiichi Makino & Michio Tsutsui (1986) A Dictionary of Basic Japanese Grammar Tokyo: The Japan Times

Kodansha (1991). Kodansha's Compact Kanji Guide. Tokyo: Kodansha International

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 Japanese course. It is designed to develop students' mastery of modern Japanese as a continuation of Japanese I. Reading, writing, speaking and listening 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: The course format is the same as Japanese I. Students are expected to learn approximately 270 Kanji by the end of this course. The class meets five days a week.

EVALUATION: Weekly quizzes, weekly assignments, oral assignments, a final examination and class participation are all taken into account in determining a grade for each student.

READINGS: Course packet

Seiichi Makino & Michio Tsutsui (1986) A Dictionary of Basic Japanese Grammar Tokyo: The Japan Times

Kodansha (1991) Kodansha's Compact Kanji Guide Tokyo: Kodansha International

Staff

AAL B17-1,2,3

Japanese III

Office: Kresge Hall 367

Phone: 491-2762

Expected enrollment: 15

COURSE DESCRIPTION: This is the third year course which covers intermediate level Japanese. The yearlong course is designed to increase the students' ability in reading, writing, speaking and listening comprehension. The course also aims at expanding the students' vocabulary and kanji to the extent that is necessary for advanced level reading and writing. A wide range of topics in the cultural and social issues of contemporary Japan will be discussed using textbook, videos, etc.

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 days 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: Quizzes, assignments, oral examination, a final examination and class participation are all taken into account in determining each student's grade.

READINGS: Akira Miura and Naomi Hanaoka McGloin (1994) *An Integrated Approach to Intermediate Japanese* Tokyo: The Japan Times Kodansha (1991).
Kodansha's Compact Kanji Guide Tokyo: Kodansha International

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, video, etc. It will be taught in Japanese.

PREREQUISITES: Third year Japanese or equivalent.

TEACHING METHOD: Typical class format will include reading text and discussion. Also, at least one presentation or project is assigned by the end of the year.

EVALUATION: Quizzes, assignments and class participation are taken into account in determining each student's grade.

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 at least one additional period of work per week on audio, video and computer materials, ideally in the MMLC. There are oral, written, audiovisual and computer class exercises, written homework assignments and projects, and regular quizzes and longer tests.

EVALUATION: Attendance in lectures and labs, participation in classroom exercises, performance on homework, quizzes, tests and special projects will all count towards the final grade. Tests and assignments during the course are intended primarily as means of discovering and correcting problem areas. There is an ongoing assessment of oral proficiency skills in classroom and lab sessions, so more than 5 unexcused absences results in a tenth of a grade point penalty. In addition to brief written quizzes in class, there will be two period-long (50 min.) writing exercises, one at mid-term, the other on the final day of class. There will be NO 2-hour written exam given during finals week.

TEXTS:

required:

Thomas Hinnebusch & Sarah Mirza, Swahili, A Foundation for Speaking, Reading and Writing, University Press of America, 1979.

recommended:

Robert Leonard, Swahili Phrasebook, Lonely Planet , 1990.

Fredrick Johnson, Swahili-English Dictionary, Oxford University Press.

Derek Nurse & Thomas Spear, The Swahili, Reconstructing the History and Language of an African Society. 800-1500. University of Pennsylvania Press, 1985.

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 audio, video or computer 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. .

TEXTS:

REQUIRED: Provided by instructor, various original Swahili sources

RECOMMENDED:

Fredrick Johnson, Swahili-English Dictionary, Oxford University Press, 1980.

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 is an introductory 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 audio, video and computer 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

Taasisi ya Uchunguzi wa Kiswahili, Kamusi ya Kiswahili Sanifu, Oxford University Press-East Africa, 1981.

(for B23-2 only:) Ibrahim Noor Shariff, Tungo Zetu, Red Sea Press, 1988.

other texts provided by instructor

Eunmi Lee

AAL A25-1,2,3

KOREAN I

Office: Kresge 336

Phone: 467-1323

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.

Textbook: Korean I (by Korea University)

Korean Conversation I (by Korea University)

Eunmi Lee

AAL A25-1,2,3

KOREAN II (2nd year)

Office: Kresge Hall 336

Phone: 467-1323

Expected enrollment: 32 (16 maximum each section)

Course Description: This is a year-course in Korean. Students should be able to read and write Korean 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 who completed Korean I or 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.

Textbook: Korean I (by Korea University)
Korean Conversation I (by Korea University)

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: November 7, 1995

Linguistics

Janet B. Pierrehumbert

Linguistics A01, Sect. 20

FRESHMAN SEMINAR: Lives of Scientists

Time: TTh 1-2:30

Office Address: 2016 Sheridan Road

Phone: 491-5779

Expected Enrollment: 15

COURSE DESCRIPTION: This course will examine what science is and how it is conducted, by examining the professional development and accomplishments of scientists in various fields. The main project for the course will be to write biographies of scientists on the Northwestern faculty, using information gathered in interviews and library research. In preparation for this project, students will read and discuss intellectual biographies of a number of scientists. The professor for the course is a scientist who does experimental and computational studies of the sound patterns of language.

PREREQUISITES: None.

TEACHING METHOD: Reading and discussion.

METHOD OF EVALUATION: Three short papers, one interview outline, class participation.

TEXT: TBA

Betty Birner

Linguistics A10

LANGUAGES AND LINGUISTICS

Time: MTW 3

Office Address: 2016 Sheridan Road, Rm. 17

Phone: 491-3847

Expected Enrollment: 40

COURSE DESCRIPTION: This introductory course focuses on human language as a window into the mind. How is language processed and organized in the brain? How is it acquired by children? What leads to speech errors and language loss? In order to address these questions, we will examine the nature and structure of language by surveying various subfields of linguistics.

PREREQUISITES: None. This course is intended for anyone interested in the study of language.

TEACHING METHOD: Discussion and lectures.

METHOD OF EVALUATION: Assignments, a midterm exam, and a final exam

READINGS: Reading Packet.

OPEN TO FRESHMEN AND SOPHOMORES ONLY

ATTENDANCE AT FIRST CLASS MANDATORY

NOT OPEN TO STUDENTS WHO HAVE TAKEN LINGUISTICS B05, B06, OR B07

Judith N. Levi

Linguistics B06

FORMAL ANALYSIS OF WORDS AND SENTENCES

Time: MW 2-3:30, plus required discussion section

Office Address: 2016 Sheridan Road, Rm. 30

Phone: 491-8057

Expected Enrollment: 100

COURSE DESCRIPTION: An introduction to the study of human language as a formal system. This course introduces the student to linguistic analysis through the study of morphology (the study of the meaningful units that make up words) and syntax (the study of the structure of sentences). Illustrative materials and problems will be drawn from English and other languages.

Together Linguistics B06, B05 (Meaning), and B07 (Sound Patterns in Human Languages) form 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. An interest in language would be welcome.

TEACHING METHOD: Lecture; also some discussion in class, and more in the discussion sections. Attendance at lectures is required; unexcused absences lower the final grade. Attendance at weekly discussion sections is optional, but will certainly help prepare for the quiz the next Monday. Weekly quizzes (a) ensure that students keep up with the homework, and (b) provide students with frequent evaluations of their understanding of the course material.

METHOD OF EVALUATION: There will be three non-cumulative in-class exams worth 25%, 25%, and 30%, respectively. Weekly quizzes are averaged for 20% of the final grade. There is no final exam.

REQUIRED TEXTS: A reading packet will be available at Quartet.

ATTENDANCE AT FIRST CLASS IS MANDATORY (both for those who have registered in the Fall and for those wishing to add) to help accommodate students on the waiting list, and others wishing to add. If you cannot attend the first class, you must notify the professor beforehand or you will be dropped.

William Stone

Linguistics B09

LANGUAGE AND SOCIETY

Time: MWF 11

Office Address: 2016 Sheridan Road, Rm. 25

Phone: 491-5776

Expected Enrollment: 40

COURSE DESCRIPTION: This course examines the ways in which relationships and structures in society influence language and vice versa. It examines variations in language that are determined by region, sex, social level, and cultural groupings. Students will be encouraged to think about the language issues in their own lives and to help them establish positions in the light of the findings of sociolinguistic research. This course satisfies the Area III (Social and Behavioral Sciences) Distribution Requirement.

PREREQUISITES: None.

TEACHING METHOD: Lectures, readings, and class discussions.

METHOD OF EVALUATION: Group and individual projects and a final examination.

READINGS: Romaine, Suzanne. 1994. Language in Society

P/N IS NOT AVAILABLE

ATTENDANCE AT FIRST CLASS MANDATORY

SUBSEQUENT UNEXCUSED ABSENCE WILL LOWER A STUDENT'S GRADE

Gilbert Krulee

Linguistics C09

PSYCHOLINGUISTICS

Time: MWF 9

Office: 2016 Sheridan Road, Room 21

Phone: 491-8048

Expected Enrollment: 25

COURSE DESCRIPTION: In this course, the emphasis is on language as a complex cognitive and information-processing skill. Subjects to be included are as follows: speech sounds and speech perception; reading of words and the meaning of sentences, paragraphs and complete texts; acquisition of one's first language; the interplay between language and context.

TEACHING METHOD: Lectures and discussion.

METHOD OF EVALUATION: Grades will be based on one quiz, one final, and a term project, the topic of which will be selected by the student after consultation with the instructor.

Gregory Ward

Linguistics C29

PRAGMATICS

Time: W 2-5

Office Address: 2016 Sheridan Road, Room 23

Phone: 491-8055

Email: gw@northwestern.edu

Expected enrollment: 20

COURSE DESCRIPTION: This course is an introduction to non-truth-conditional meaning, focusing on the role of context in utterance production and interpretation. Topics to be covered include implicature, presupposition, and speech acts.

PREREQUISITES: Linguistics B05, graduate standing, or permission of instructor.

TEACHING METHOD: Lecture and discussion.

METHOD OF EVALUATION: Two take-home exams of equal weight and a research paper.

READINGS: Texts and reading packet.

P/N OPTION IS NOT ALLOWED

ATTENDANCE AT FIRST CLASS IS MANDATORY

Beth Levin

Linguistics C30

TOPICS IN LANGUAGE AND BEHAVIOR: Language and Action

Time: TTh 10:30-12

Office Address: 2016 Sheridan Road, Rm. 19

Phone: 491-8050

Expected Enrollment: 25

COURSE DESCRIPTION: What does language tell us about how we conceptualize events in the world? The word-world connection has been most extensively studied as it applies to nouns as names for things; however, in recent years, researchers have moved "beyond names for things," as a recent book title puts it, to consider verbs as names for actions. This course will explore recent developments in our understanding of how language represents actions, drawing on theories of language and studies of how we process and acquire language. We will review conceptual categories that have been claimed to be central to the representation of actions, including motion, location, change, causation, agentivity, and boundedness in time. We will see that there is remarkable agreement on these categories despite the different types of evidence that have led researchers to posit them. The course should be of interest to students from a wide range of backgrounds including psychology, cognitive science, anthropology, philosophy, and communication sciences and disorders, as well as linguistics.

PREREQUISITES: An introductory course in syntax, morphology, or semantics such as Linguistics B05 or Linguistics B06 or permission of the instructor.

TEACHING METHOD: Lecture and discussion.

METHOD OF EVALUATION: Regular assignments, class participation, and a final project.

READINGS: A Reading Packet

Franziska Lys

Linguistics C62

THEORIES OF SECOND LANGUAGE ACQUISITION

Time: TTh 2:30 - 4:00

Office: Kresge 113

Phone: 491-8298

E-mail: flys@northwestern.edu

Expected Enrollment: 25

COURSE DESCRIPTION: The primary goal of this course is to present a general overview of the field of second language acquisition (SLA) by acquainting students with the major issues and theories. First, we will discuss why SLA is worth investigating and what methodologies researchers employ to carry out their research. Then, we will trace the historical development of the field and look at substantive findings from research to date. In the second part of the course, we will consider

various explanations of the language learning process: the environment, learner differences, and the role of instruction and how they influence the nature, rate and success of language acquisition. Finally, we will examine how various theories of SLA have shaped language teaching, including a presentation and discussion of instructional technology and its implication for language learning.

PREREQUISITES: Linguistics A10 or equivalent will provide a useful general background.

TEACHING METHOD: The material will be presented in lectures (lecture notes and slides will be available for students enrolled in the class on the Kresge server). Class participation and discussion at all stages of the course will be encouraged. We will watch short video presentations to illustrate aspects of language learning and we will see and discuss various teaching approaches. I will also present some computer programs and multimedia applications for language learning.

METHOD OF EVALUATION: There will be two in-class quizzes, 2 short papers and a term paper. Class participation, homework assignments and a brief oral presentation (a summary of the final paper) will also count towards the final grade.

READINGS: Larsen-Freeman/Long. An Introduction to Second Language Acquisition Research Longman (available at SBX)

Miscellaneous articles on original research distributed in class. (Students will be charged for xeroxing.)

Steve Fix

Linguistics C-80, Section 20

ENGLISH IN THE UNIVERSITY: FOCUS ON CULTURAL ISSUES

Time: TTh 12:00 - 1:30pm

Office Address: 2016 Sheridan Road, Room 32

Phone: 491-8059

Expected Enrollment: 15

COURSE DESCRIPTION: This course focuses on developing greater fluency and comprehensibility in conversation. The course is organized around the theme of cultural issues: differences among cultures and how these can affect academic and professional success. Students are expected to complete short assignments, to be active in class discussions, to give several short presentations, and to participate in the conversation partners program. This class can serve as helpful preparation for oral proficiency exams, professional presentations, and teaching assistant assignments.

PREREQUISITES: None.

TEACHING METHOD: Discussion.

READINGS: TBA.

P/N REGISTRATION IS STRONGLY ENCOURAGED

Shelli Feist

Linguistics C-80, Section 21

ENGLISH IN THE UNIVERSITY: FOCUS ON CONVERSATION AND FLUENCY

Time: MW 4-5:30

Office Address: 2016 Sheridan Road, Room 32

Phone: 491-8059

Expected Enrollment: 15

COURSE DESCRIPTION: The aim of this class is to develop greater fluency and comprehensibility in conversation, as well as discussion and presentation skills. Students are expected to complete background readings and short assignments, to be active in class discussions, to give several short presentations, and to participate in the conversation partners program. This class can serve as helpful preparation for oral proficiency exams, professional presentations, and especially for teaching assistant assignments.

PREREQUISITES: None.

TEACHING METHOD: Discussion.

READINGS: TBA.

P/N REGISTRATION IS STRONGLY ENCOURAGED

Michael Broe

Linguistics D04-1

PHONOLOGICAL ANALYSIS I

Time: MW 11-12:30

Office Address: 2016 Sheridan Road, Rm. 16

Phone: 491-8050

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 the 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.

METHOD OF EVALUATION: There will be a weekly homework problem or short essay, 2 quizzes, and a take-home final.

READINGS: Textbook: Kenstowicz, Michael. 1994. Phonology in Generative Grammar Cambridge: Blackwell.

Beth Levin

Linguistics D05-1

SYNTACTIC ANALYSIS I

Time: TTh 1-2:30

Office Address: 2016 Sheridan Road, Rm. 19

Phone: 491-8050

Expected enrollment: 15

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 syntactic structures, their analysis, and their relevance to syntactic theory. Students will begin to acquire the background and skills necessary to read the current syntax literature.

PREREQUISITES: Linguistics C06 or permission of the instructor.

TEACHING METHOD: Lecture and discussion

METHOD OF EVALUATION: Regular assignments and a final project.

READINGS: A reading packet and one of the following:

Haegeman, Liliane. 1994. Introduction to Government and Binding Theory. Oxford: Blackwell. Second Edition.

Weibelhuth, Gert. 1995. Government and Binding Theory and the the Minimalist Program. Oxford:

Gregory Ward

Linguistics D29

ADVANCED PRAGMATICS

Time: M 6-9

Office Address: 2016 Sheridan Road, Room 23

Phone: 491-8055

E-mail: gw@northwestern.edu

Expected enrollment: 5-10

COURSE DESCRIPTION: A seminar 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: A reading packet.

COURSE AUTHORIZATION FORM IS REQUIRED

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: November 7, 1995

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

Network/Policy Analysis: network analysis; cohesive groups; balance theory; hierarchical clustering; multidimensional scaling spatial groupings; structural equivalence positional groups; regular and abstract equivalence; centrality in networks; hierarchy and prestige; comparing social networks; network roles; informant accuracy;

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

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[Course Descriptions](#), [Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: November 7, 1995

Philosophy

Seeskin, Gundlach, Schwom, Harmon

Ctr Writing Arts, A10-1(two-qtr sequence)

TITLE: MODES OF WRITING: SOCIAL ORDER AND THE RIGHT TO DISSENT

1818 Hinman Ave.

Phone: 491-3656 or 491-2560

Expected enrollment: 60

Time: MTWTH 1100-1200

COURSE DESCRIPTION: Two quarter sequence focusing on the moral problem of dissent in society from classical to modern times; designed specifically to develop writing skills through discussion, analysis, and extensive writing assignments. Open only to freshmen. P/N not allowed.

A10-1 is a prerequisite for A10-2. Upon successful completion of both quarters, which must be taken sequentially, students will be considered as having fulfilled one CAS distribution requirement in Area V (Values) and one credit of the CAS freshman seminar requirement.

IMPORTANT NOTE: Registration for both quarters is required (A10-1 Winter; A10-2 Spring). Students will receive a separate grade for each quarter. If a student who has completed A10-1 decides not to continue with A10-2, he or she will receive only distribution requirement credit. No student will be allowed to register and receive credit for A10-2 without having taken A10-1.

Derrick Darby

Philosophy A15

SOCIETY AND THE INDIVIDUAL

Office Address: 1812 Hinman Ave.

Phone: 491-3656 or 491-8524

Expected enrollment: 150

Time: MWF 900-1000

COURSE DESCRIPTION: Many of today's moral problems concern matters having to do with life and death. Abortion, euthanasia, capital punishment, famine, and the environmental crisis are matters that force us to consider the morality of killing and letting die. We also confront moral problems having to do with freedom of speech and expression. Pornography, hate speeches, and flag burning are matters that force us to consider the morality of interfering with speech and expression. Arming ourselves with the insights from influential philosophers (Aristotle, John Locke, Immanuel Kant, and John Stuart Mill), we will examine arguments for and against certain courses of action involving these matters. Our hope is that after critical scrutiny of these arguments we will (1) better understand

why we hold the moral views that we do, and (2) be better equipped to defend these views.

PREREQUISITES: NONE

TEACHING METHOD: Three weekly lectures, plus one discussion section.

EVALUATION: Short paper (1250 words) and final examination.

TEXT: Daniel Bonevac, Today's Moral Issues: Classical and Contemporary Perspectives.

John McCumber

Philosophy B10-2

HISTORY OF PHILOSOPHY: MEDIEVAL

Office Address: 1812 Hinman Avenue

Phone: 491-3656 or 491-2557

Expected enrollment: 250

Time: MWF 1100-1200

COURSE DESCRIPTION: This course will study the philosophy of the Middle Ages. The focus will be in metaphysics, but issues in ethics and epistemology will be discussed as well.

FORMAT: Lecture/Discussion

EVALUATION: Midterm and Final

READINGS:

Arthur Hyman and James Walsh (ed)

Philosophy in the Middle Ages

Michael Williams

European Thought and Culture B15-0

THE BIRTH OF MODERNITY

Time: 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

Office Address: 1812 Hinman Ave.

Phone 41-2559 (For messages only: 491-3656)

Expected enrollment: 50

Time: T TH 1030-1200

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, definite descriptions, and the theory of binary relations (material from chapters IV, V, and VI; beginning with a review of chapter III). Special topics may include an introduction to modality and to alternative treatments of modifiers (e.g., adjectives and adverbs)

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.

TEXT: Logic: Techniques of Formal Reasoning. Second Edition. By Kalish, Montague and Mar. Available at Norris.

Ira Singer

Philosophy B60

ETHICS

Office Address: 1818 Hinman

Phone: 491-3656 or 491-2548

Expected enrollment: 100

Time: T TH 230-400

COURSE DESCRIPTION: It is a fundamental feature of our lives that people ask questions about, and make claims about, good ways to live and right ways to act. What exactly do these claims mean? How, if at all, can we reasonably settle disputes about what way of life is best, and what action is right? What sort of authority do moral claims have over us? These are the questions addressed by moral theories; thus, a moral theory is a systematic answer to questions about the nature, content, and authority of morality. In this course we will examine the moral theories proposed by four great philosophers.

PREREQUISITES: None

TEACHING METHOD: Lecture, with class time for questions, and with discussion in discussion sections.

READINGS: Plato, Crito and Republic, Hobbes, Leviathan, Kant, Grounds for the Metaphysics and Morals, Mill, Utilitarianism

Thomas McCarthy

Philosophy B61

CLASSICS OF ETHICAL AND POLITICAL THEORY

Office Address: 1818 Hinman Ave.

Phone: 491-3656 or 491-2551

Expected enrollment: 75

Time: T TH 300-430

COURSE DESCRIPTION: Classical works of moral philosophy from the ancient, medieval, and modern periods. Intended primarily for students majoring or minoring in philosophy.

PREREQUISITES: NONE

TEACHING METHOD: Lecture with some discussion

EVALUATION: Midterm and final exams

REQUIRED READINGS: Selections from such authors as Aristotle, Hume, Kant, et al.

Kevin Hill

Philosophy C10

KANT'S CRITIQUE OF PURE REASON

Time: T TH 100-1230

Office Address: 1812 Hinman

Office Phone: 491-3656 or 491-2558

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 and phenomenological movements? How did they (Strawson, early Heidegger) attempt to reread and assimilate Kant? Where does Kant stand now in the post-Quinian, post-structuralist present?

EVALUATION: Examinations: There will be a midterm, a non-cumulative final, and, for graduate students, a term paper. Each assignment is of equal weight in determining the course grade. Exam dates will be announced in class, they will be at least one week after the study questions are handed out. 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, (tr. Norman Kemp Smith)

Howard Caygill, A Kant Dictionary

Recommended Texts

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: T TH 100-230

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: T TH 230-400

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); Jonathan Barnes, Complete Works of Aristotle,, Princeton University Press (supplementary). Both books will be available at Great Expectations Book Store, 911 Foster Street.

Derrick Darby

Philosophy C60

ETHICAL THEORY

Office Address: 1812 Hinman

Phone: 491-3656 or 491-8524

Expected Enrollment: 20

COURSE DESCRIPTION: When we say, for instance, that Harriet has a human right to health care, we are making a moral value judgment. While the language of morals is not limited to the language of rights, rights discourse is widespread. Rights are at home in the courtroom, on the congressional floor, at UN general assembly meetings, on the streets, in schools, in the workplace, and in the home. Moreover, one would be hard pressed to find a moral issue, whether it be one pertaining to matters of life and death, or one pertaining to social and distributive justice, that has not been formulated using

the language of rights. This course will provide a forum for getting a philosophical grip on the concept of a right. Among the questions we will explore are : What do we mean when we say that someone has a right to this or that? What are the necessary and sufficient conditions of possessing a right? What is the cash value of having rights? Who or what can have rights? What, if any, moral principles justify right-based moral judgments?

PREREQUISITES: Junior or Senior standing and two philosophy courses. P/N registration not permitted.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Paper (1250-1750 words) and take-home final exam (2000-2500 words).

TEXT: Carlos Nino, The Ethics of Human Rights (Chapters 1-6)

John McCumber

Philosophy D20

ARISTOTLE

Time: TBA

COURSE DESCRIPTION: A close reading of selected passages from Aristotle's Physics and other texts.

PREREQUISITES: Open only to those who have completed Philosophy C20 in Fall term 95/96.

TEXT: Aristotle's Physica (Oxford)

Thomas McCarthy

Philosophy D22

STUDIES IN MODERN PHILOSOPHY

Time: 300-530

COURSE DESCRIPTION: A close reading of Kant's Critique of Practical Reason and selected portions of his Metaphysics of Morals.

PREREQUISITES: Graduate standing

TEACHING METHOD: Seminar discussion

EVALUATION: In-class presentation(s) and research paper

READINGS:

Critique of Practical Reason (tr.L.W.Beck)

The Metaphysics of Morals (tr. M. Gregor)

Arthur Fine

Philosophy D54

SEMINAR IN PHILOSOPHY OF SCIENCE

Office Address: 1812 Hinman Ave.

Phone: 491-2559 (For messages only: 491-3656)

Expected enrollment: Limited to 10.

Time: TTH 300-430

COURSE DESCRIPTION: This is the first of what I hope will be two seminars (the second in Winter of 1997) on the issues of objectivity, rationality and relativism as they arise in the context of science and science studies. This seminar will concentrate on the objectivity and rationality issues (although all the issues are linked, so it is really hard to separate things cleanly) and related topics (especially realism and constructivism).

PREREQUISITES: Graduate standing in Philosophy, or prior permission of the instructor

TEACHING METHOD: Seminar discussion.

EVALUATION: Term paper and class presentations.

TEXTS: TBA

ctec@northwestern.edu

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[Northwestern University](#)

Last Updated: November 7, 1995

Physics

Kamal Seth

Physics A10-6 (Freshman Seminar)

THE HISTORY OF THE UNIVERSE

Time & Place: MWF @ 2, Tech B397

Office Address: Tech 1307

Office Phone: 491-4050

COURSE DESCRIPTION: The course will cover aspects of our current understanding of the evolution of the Universe, from its origins to the present. The course will emphasize the connections between what is seen in experiments performed on earth, and the far reaches of time and space. What does a falling apple have to do with the age of the universe?

PREREQUISITES: none

TEACHING METHOD: short lectures followed by classroom discussion.

METHOD OF EVALUATION: two papers, brief essays, class participation, brief oral presentation.

READING: A Brief History of Time, Stephen Hawking,

Heidi Schellman

Physics A25-2

GENERAL PHYSICS FOR ISP

Time & Place: MWF @ 10, Tech LR8

Discussion: W @ 8:30 - 10:00 am, FSL 1441

Office Address: Tech 1305

Office Phone: 491-8608

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 and selected physics majors. 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. Eight two-hour laboratories per quarter.

METHOD OF EVALUATION: Grades will be based on laboratory work (one-sixth) plus two midterm examinations, weekly quizzes, and a final examination.

READING: Physics, 3rd Edition, Tipler

Physics A35-1

General Physics: Mechanics

Instructors: Not offered in Winter quarter

Physics A35-2

General Physics: Electricity and Magnetism

Instructors: Deborah Brown, 9:00 am lecture

Deborah Brown, 11:00 am lecture

Physics A35-3

General Physics: Wave Phenomena, Quantum Physics

Instructors: Bruno Gobbi, 8:00 am lecture

Arthur Schmidt, 12:00 am lecture

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.

METHOD OF 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-minute quizzes given each week in the discussion/quiz sessions.

READING: Fundamentals of Physics, Extended 4th Edition. Halliday, Resnick & Walker.

Venkat Chandrasekhar

Physics C30-1

ADVANCED MECHANICS

Time: TTh @ 10:30-12:30

Office address: Tech 2306

Office Phone: 491-3444

COURSE DESCRIPTION (C30-1,2): This two-quarter 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.

Mathematics covered: Calculus of variations, complex numbers, ordinary differential equations (2nd order), curvilinear coordinate systems and Fourier analysis will be introduced as needed. Computer-based simulations, using programs such as Mathematica or Maple, will be included in the course.

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 B15, B17, B21, or B20-1,2,3.

TEACHING METHOD: Two 90-minute lectures per week.

METHOD OF EVALUATION: One or more midterms and a final examination.

Liu Liu

Physics C33-1

ADVANCED ELECTRICITY AND MAGNETISM

Time: MTWF @ 11:00

Office address: Tech 3377

Office Phone: 491-5626

COURSE DESCRIPTION (C33-1,2): This is a two-quarter sequence intended to bridge between Physics A35-2 or similar courses and first-year graduate-level courses which use a text such as Jackson, Classical Electrodynamics.

First Quarter: Review of vector calculus, review of basic electromagnetic phenomena. Electrostatics, multipole expansion, solutions of Laplace's equation by orthogonal function expansion, images, analytic functions. Magnetostatics. Magnetic scalar and vector potentials.

Second Quarter: Maxwell's equations completed. Electromagnetic equations, electromagnetic wave propagation and radiation. Boundaries and microwave cavities. Introduction to diffraction. Electromagnetic fields in special relativity.

PREREQUISITES: Physics A25-1,2,3 or A35-1,2,3 or A90-1,2,3, and Mathematics B15, B17, and B21, or B20-1,2,3.

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

METHOD OF EVALUATION: One or more midterm examinations and a final examination.

Pulak Dutta

Physics C36-2

INTRODUCTION TO QUANTUM MECHANICS

Time & Place: MTWF @ 9, Tech B397

Office Address: Tech B032

Office Phone: 491-5465

COURSE DESCRIPTION: This is the second part of a two-quarter introductory course in nonrelativistic quantum theory and wave mechanics. Topics covered include fundamental axioms, wave-particle duality and uncertainty relations, the Schroedinger equation, and solutions for simple systems. Model systems treated include one-dimensional potential wells, barrier penetration and scattering, harmonic oscillators, Coulomb potential and hydrogenic atoms. The response of systems to a weak perturbation is developed.

PREREQUISITES: Physics C30-1 and C33-1

TEACHING METHODOLOGY: There will be four class meetings per week.

METHOD OF EVALUATION: Homework, and one or more midterm and final examinations.

Paul Auvil

Physics C39-1

QUANTUM MECHANICS

Time & Place: MWF @ 10, ISP Building; Discussion W @ 3

Office Address: 3374 Tech

Office Phone: 491-3510

COURSE DESCRIPTION (C39-1,2): This is an introductory course on quantum theory. Emphasis is placed on applications to atomic and molecular systems with some discussion of the experimental foundations of quantum theory. Mathematical solutions for several simple systems (the harmonic oscillator, the one-electron atom, the hydrogen molecule, barrier penetration, etc.) will be studied in detail.

PREREQUISITES: Introductory physics with calculus, such as A25-1,2,3 or A35-1,2,3. 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 METHOD: There will be four class meetings per week.

METHOD OF EVALUATION: One or more midterms and a final examination.

Don Miller

Physics C59-2

MODERN PHYSICS LABORATORY

Time & Place: MW 1 - 5, Tech F252

Office address: Tech 1304

Office Phone: 491-5456

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.

METHOD OF EVALUATION: Laboratory reports and examinations.

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Last Updated: November 7, 1995

Political Science

H. Paul Friesema

Political Science A01 Freshman Seminar

BEARS, BISON & BATTLEFIELDS: THE POLITICS OF PRESERVING AND INTERPRETING NATIONAL PARK UNITS

TTh 2:30-4 p.m.

Office: 304 Scott

Phone: 491-2645

COURSE DESCRIPTION: The seminar will provide the setting for considering the increasingly contentious and difficult issues about protecting and interpreting our national treasures, both natural and cultural. It will focus upon one of our premier federal government agencies, the National Park Service, currently under siege. The seminar will consider how an agency of limited means responds to dramatic changes in its responsibilities, with fewer resources.

Jerry Goldman

Political Science B20

AMERICAN GOVERNMENT AND POLITICS

MWF 2:00-2:50 p.m.

Office: 312 Scott

Phone: 491-2637

COURSE DESCRIPTION: This course is a survey of the broad and complex subject of American government and politics. Some of you will enroll in this class armed with considerable understanding of national politics; others will discover critical skills for the first time. My goal is to convey understanding and to challenge your preconceptions. To do this, I will analyze politics in the United States by using five major concepts: freedom, order, equality, majoritarian democracy, and pluralist democracy.

This course is a prerequisite for advanced courses in law and politics, legislative process, and political parties.

PREREQUISITES: No prerequisites. P/N is allowed. Attendance on the first day is mandatory. Discussion section required.

Wesley G. Skogan

Political Science B30

LAW IN THE POLITICAL ARENA

MWF 10:00-10:50 a.m.

Office: 317 Scott

Phone: 491-2647

COURSE DESCRIPTION: This class examines the nature and functioning of the legal system. It is a large lecture course aimed at freshmen and sophomores. It satisfies distributional requirements for majors in many schools, and serves as a gateway' to further law-related courses in political science. It includes the following topics: what is law, and why people obey it, 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, how people get a lawyer and how lawyers make money, courts, judges, politics and corruption, civil justice and the litigation explosion, crime and criminal justice, violence and the police, and the incarceration crisis.

TEACHING METHOD: The first day of classes is Wednesday, January 3. Lectures will begin promptly, so we can end on time.

EVALUATION METHOD: 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. P/N is allowed. Discussion section required. There will be no class during CAS reading week.

READINGS: The books will be available at SBX. In addition there will be a set of selected readings to purchase.

Nayef Samhat

Political Science B40

INTRODUCTION TO INTERNATIONAL RELATIONS

MWF 1:00-1:50

Office: 313 Scott

Phone: 491-2640

COURSE DESCRIPTION: The purpose of this course is to provide students with the tools to understand and analyze some of the major events (especially times of war and periods of peace) that have occurred in the nation-state system from its inception to the present. As a result, the course includes history, theory (ways of explaining events), some philosophy and discussion of past and current happenings in international politics. We will discuss four theoretical frameworks for analyzing international politics: realism, international law/society, liberalism and Marxism. We will also discuss whether international politics can best be explained by looking at the decisions of world

leaders, by factors internal to states, or by competition between states. Finally, we will use the analytical tools and historical knowledge gained to diagnose the prospects for peace vs. war in international politics in the future.

PREREQUISITES: No pre-requisites.

TEACHING METHOD: Both lecture and discussion.

EVALUATION METHOD: Mid quarter and final essay exams. Discussion section required.

Meredith Woo-Cumings

Political Science B50

INTRODUCTION TO COMPARATIVE POLITICS

TTh 9:00-10:30 a.m.

Office: 311 Scott

Phone: 491-2636

COURSE DESCRIPTION: This course looks at contemporary politics through the optic of democracy and economic development. What are the aspirations and struggles that have led to democracy, first in Western Europe and now in Asia, Latin America and the former Soviet bloc? What accounts for the differences in democratic transition? We will also examine the way politics shapes economic growth in three modal regimes: liberal (US), capitalist developmental (Japan), and market transitional (China and Russia). Finally we will discuss the dilemma of maintaining democratic practice and economic growth against the pressures of global integration, and sometimes, sub-national fragmentation. Discussion section required.

Susan Liebell

Political Science C02

MODERN POLITICAL THOUGHT

TTh 9:00-10:30 a.m.

Office: 313 Scott

Phone: 491-2640

COURSE DESCRIPTION: Consideration of some of the best-known political theories in the West since the Renaissance. Relation of these to the rise of modern science, the nation-state, and the Industrial Revolution.

Paul Green

Political Science C24

POLITICAL PARTIES AND ELECTIONS

TTh 10:00-11:30 a.m.

Office: 308 Scott

Phone: 467-1218

COURSE DESCRIPTION: The course will review the functions and organization of American political parties. We will begin by assessing the potential contribution of political parties to a democratic nation and will proceed from there to assess the extent to which American Parties fulfill their expectations. Topics to be covered include: party competition; party organizations at the national, state, and local levels; nominations for office; primaries and conventions; and political funding.

EVALUATION METHOD: The midterm will be an essay exam and will count 30% toward your final grade. The final exam will also be an essay exam and will count 50% toward your final grade. A short research paper (5-7 pages) will compare the political strategies and personalities involved in the ongoing 1996 Presidential Primary Campaign with the 1992 and 1988 party nomination battles. Discussion section required.

Herbert Jacob

Political Science C28

STATE POLITICS IN THE U.S.

MWF 2:00-2:50

Office: 303 Scott

Phone: 491-2648

COURSE DESCRIPTION: The Republican majority in Congress and many Democrats are pushing federal programs onto the states. Who will gain and who will lose in this transfer of power? To examine this question, this course will examine both the structures and processes of government and politics at the state level. We will systematically note the variations that exist, examine how well we can explain them, and probe their consequences.

Our vehicle will be reading a text that deeply probes variations in state politics, government structure and policy decisions and a detailed examination of several policy issues. The policy issues will be selected from among the following: financing public schools - how to equalize resources among rich and poor districts; taxation - how to pay for everything with nothing; the right to die - what should the government do about people with terminal illnesses; tort liability - who should pay how much money to compensate for injuries resulting from auto accidents, defective products, and medical mistakes; term limits - what are the likely consequences of setting limits on the terms of public officials; welfare - how do states decide who can obtain assistance to cover living and medical expenses. Our purpose is to gain a richer understanding of why political solutions vary from place to place and why

they differ from market solutions.

You will get the most out of this course if you are willing to engage in active discussion and are willing to become comfortable with e-mail, computer searches, and the Internet.

EVALUATION METHOD: there will be one mid-quarter examination, a 15 page term paper, group, and a final exam.

Jerry Goldman

Political Science C30

THE POLITICS OF LOCAL JUSTICE

MW a.m.

Office: 312 Scott

Phone: 491-2637

COURSE DESCRIPTION: This course focuses on local justice systems, with emphasis on trial courts, civil and criminal litigation, and the political consequences of the involvement of the law in social conflicts. We will explore issues of trial procedure, sentencing disparity, and access to justice for all.

PREREQUISITES: No pre-requisites. P/N is not allowed. Attendance on the first day is mandatory.

TEACHING METHOD: I much prefer dialog and interaction to the lecture method. You should be forewarned that I like to call on students to join me in the search for understanding.

EVALUATION METHOD: Your final grade will be determined according to the following elements and weights: a mid-term (25%), a final (40%), a paper (25%), and class participation (10%).

Tong Whan Park

Political Science C44

ADVANCED STUDIES IN INTERNATIONAL RELATIONS

TTh 9:00-10:30 a.m.

Office: 306 Scott

Phone: 491-2641

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, of 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 a major research paper, presentation on selected topics, and active participation in class discussion.

PREREQUISITES: At least one course in international relations.

Tong Whan Park

Political Science C45

NATIONAL SECURITY

TTh 1:00-2:30 p.m.

Office: 306 Scott

Phone: 491-2641

COURSE DESCRIPTION: This course examines the problems of national security in the 1990's with a special emphasis on the U.S. Thus it attempts to fulfill two interrelated objectives. One is a survey of such substantive theories and issues as deterrence, the role of nuclear weapons in the post-Cold War era, arms control, and the future of military capabilities. And the other is a study of the national security policy making process in the U.S. which will involve considerable attention given to the functions of the National Security Council in the White House. The Pentagon, the European, Russian, Chinese, and Third World security concerns will be addressed in a comparative perspective.

EVALUATION METHOD: There will be two mid-terms (20% each of final grade) and one final exam (40% of final grade) and 20% participation in the discussion. Students may also be asked to prepare a couple of short essays.

Michael Hanchard

Political Science C53

LATIN AMERICAN POLITICS

TTh 2:30-4:00 p.m.

Office: 315 Scott

Phone: 491-2644

COURSE DESCRIPTION: This course is designed to introduce students to the politics of Latin American countries through the methods of comparative political analysis. As an introductory course, students will obtain an overview of the themes, cultures and nation-states of the region, not a detailed examination of particular countries, issues or concepts. It is designed to entice students toward upper level courses on Latin America that provide more detailed, sustained analysis of specific issues and countries. In addition to an examination of political histories of the region, general concepts and theoretical explanations pertaining to Latin American politics will be examined.

Kathryn Lavelle

Political Science C59

AFRICAN POLITICAL SYSTEMS

TTh 10:00-11:30 a.m.

Office: UNV 005

Phone: 491-2706

COURSE DESCRIPTION: In spite of great social, political and economic diversity, African countries and states share a common history of colonial rule, the restructuring of economies to serve world markets and problems trying to achieve economic development in the face of external political pressures. This course will seek to understand Africa within the international political and economic systems by surveying the social bases, political structures, institutions and developmental problems of African states. Special attention will be given to the study of five countries: The Ivory Coast, Kenya, South Africa, Nigeria and Tanzania.

EVALUATION METHOD: Students will be expected to follow class readings and participate in discussions on weekly topics. Grading will be based on a map test of the African continent (15%), final exam (35%) and two 6-7 page papers (25% each). The first short paper will assess critically the impact of colonialism on the development of Africa, and the second will argue an answer to the following question with the concrete example of one African country: Can capitalism serve as the socio-economic basis for the development of Africa?'

Ben Ross Schneider

Political Science C90

BUSINESS-GOVERNMENT RELATIONS: INTERNATIONAL COMPARISONS

MW 2:00-3:30 p.m.

Office: 213 Scott or 618 Garrett

Phone: 467-2664 or 467-1147

COURSE DESCRIPTION: This course offers an in depth analysis of relations between business and government in a variety of economic, social, and political contexts. How does government policy affect business practices and performance? And, how do political activities by business affect the functioning and policy orientation of government? These core questions orient the examination of the historical evolution of business-government relations in the United States, Germany, Japan, Mexico, and Korea. The first half of the course will deal with developed countries, the second half with developing countries. Beyond this empirical examination, the course will also evaluate major theories of business influence in politics, such as those on pluralism, corporatism, collective action, and instrumental and structural Marxism. In addition we will consider some theories of the conditions under which government intervention improves business performance.

EVALUATION METHOD: Participation in discussion sections (15%); a mid-term exam (25%); an eight page paper (25%); and a final exam (35%).

Professor Peter Swenson

Political Science C90

THE RISE AND FALL OF DEMOCRACIES

TTh 1:00-2:30 p.m.

Office: 206 Scott

Phone: 491-2627

COURSE DESCRIPTION: Looking at historical and contemporary cases, this course inquires about the social, economic, cultural, and elite foundations of stable democracies. Major issues to be discussed include the relationship between capitalism and the subsequent rise of democracy in the context of the United States and Western Europe; the problems of simultaneous economic and political transformation in the former Soviet bloc countries; and the interactive role of economic crisis and elite strategies in bringing on fascist and military takeovers in Germany and Brazil. Theoretical literature on the agents of democratic development and causes of democratic breakdown will provide the background for analyzing current developments in Latin America, Africa, and Eastern Europe.

Carol Bernstein

Political Science C94

PUBLIC POLICY AND THE ADVANCEMENT OF SCIENCE AND TECHNOLOGY

W 3:00-6:00 p.m.

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 policy making 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.

Adolph Reed

Political Science C95

RACE, GENDER & POLITICS

Th 4:00-6:00 p.m.

Office: 302 Scott
Phone: 491-2649

COURSE DESCRIPTION: This course examines contemporary political discourse - as constituted by political partisans, pundits and policy intellectuals - about poverty in the United States. The course is not primarily concerned with evaluation of different anti-poverty strategies and social policy programs, although we will give some attention to the empirical claims and premises upon which those strategies and programs are based. Our more central concern is to identify and assess the political content of norms governing public discussion of poverty - consensually among liberals and conservatives - and their relation to (and consequences for) other features of American political life. The focus is on linking poverty discourse to such broader issues as the ideological foundations of public policy processes and the relation of social policy to larger dynamics shaping the American polity.

EVALUATION METHOD: Completion of the course requires participation in seminars and preparation of a seminar paper on some pertinent topic.

Kenneth Janda

Political Science C95

THE SOCIAL BASES OF PARTY SUPPORT

TTh 9:00-10:30 a.m.

Office: 236 Scott

Phone: 491-2634

COURSE DESCRIPTION: The seminar will concentrate on the social bases of support for political parties across time and nations. It will consider methods of measuring the extent to which different parties in the same nation attract support from various occupational, religious, ethnic, and regional groups and how parties differ in their patterns of social support across nations. Participants in the seminar will learn how to conduct quantitative analysis of data collected on random samples of citizens asked about their party preferences. These data will come from national samples of the American electorate from 1952 to 1992 and from random samples of European electorates from 1970 through 1993.

EVALUATION METHOD: Students will choose from among these data sets in writing papers that analyze the social bases of party support.

Wesley G. Skogan

Political Science C95

THE POLICE, CRIME AND SOCIETY

F 1:00-3:30 p.m.

Office: 317 Scott
Phone: 491-2647

COURSE DESCRIPTION: Mark Fuhrman? Rodney King? New York's Dirty Thirty? Homeless people shot in Chicago? Abuse of power by police in Philadelphia? The LA crime lab?

This seminar will examine policing at the Century's end, to see if we have made any progress. We will consider topics like police culture, violence, and corruption. We will review what works' in policing. We will explore recent innovations in policing, to see if they have made any difference in the operation of the institution. We will investigate a range of options for controlling police, ranging from peer review to civilian review, and examine the role of politics in accelerating or retarding their implementation.

EVALUATION METHOD: The seminar will demand class participation and a significant research paper. You must have an e-mail address that you check almost daily, and you will be responsible for all messages there about the class and presentation schedules. Grades will be assigned as follows: 20% for selecting a topic and submitting a brief concept paper on time, and being alert at our individual meeting, 30% for class participation and your role as discussant, 50% for the paper, which will be due on the first day of final exam week.

Sarah Hughes

Political Science C95

INTERNATIONAL MIGRATION AND THE POLITICS OF MULTICULTURALISM

M 3:00-5:00 p.m.

Office: 215 Scott

Phone: leave message at 491-7451

COURSE DESCRIPTION: This course explores international migration (the predominant focus) and the issues of multiculturalism surrounding the adaptation of immigrant populations o their host countries. Migration is explored from both a comparative political and international political economic perspective. The course investigates the politics surrounding immigrant-related policy (e.g. access to welfare benefits). It also explores the role of immigration in the economic development of both advanced industrial host' countries and lesser developed origin countries. The readings and lectures will first emphasize the analytical frameworks commonly used to understand migration, and conclude with case studies of France and the United States.

TEACHING METHOD: Lectures, discussions and student presentations.

EVALUATION METHOD: Student's grades will be based on participation in discussion, presentations, and a term paper.

Henry Bienen

Political Science C95

UNITED STATES-RUSSIA RELATIONS

W 3:00-5:00 p.m.

Office: Rebecca Crown

Phone: 491-7456

COURSE DESCRIPTION: This course examines the evolving U.S.-Russia relationship. With the end of the Cold War, the collapse of the Soviet Union, and political and economic turmoil within the new Russia, economic, political and security relationships between the U.S. and Russia must be reformulated. The course will explore whether domestic political change within Russia and the diminution of that country's great power status fundamentally alters long standing relations between it and the U.S.A. Issues of nuclear proliferation, foreign aid as a tool for influencing change within Russia, and broad security concerns will be examined.

The aim is to explore fundamental issues in international relations via the examination of the case of Russia-U.S. relations. The issues include 1) are great power interests and conflicts durable or will domestic change in one or more states alter inter-state relations within a compressed time period? 2) can foreign aid be used as a lever with a large state 3) can old alliance systems be significantly altered and/or survive when conditions change so fundamentally?

EVALUATION METHOD: Grades will be based largely on a paper (20-25 pages) but class participation and discussion of topics will also be weighed.

READINGS: Readings will be largely from current periodicals. There will be no text but background readings will be provided.

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Last Updated: November 7, 1995

Psychology

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? How does encountering a traumatic experience affect your expectations for the future?

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.

PREREQUISITES: None

TEACHING METHOD: The majority of class time will be spent discussing the assigned readings. Small groups of students will be responsible for leading some discussions.

METHOD OF EVALUATION: Grades will be based on performance on course papers and on contributions to class discussions.

READINGS: Learned Optimism by Martin Seligman, Shattered Assumptions by Ronnie Janoff-Bulman, and additional readings selected from books, professional journals, and the popular press.

James M. Lampinen

Psychology: Freshman Seminar, A01-21

CHILDREN IN THE COURTROOM: PSYCHOLOGICAL AND LEGAL ISSUES

Time: TTh 10:30-12:00

Office Address: 210 Cresap

Phone: 467-2487

Expected Enrollment: 15

COURSE DESCRIPTION: Traditionally there has been a hesitancy on the part of the legal system to include young children as witnesses in legal proceedings. In the past decade these traditional barriers to children's testimony in court have largely been eradicated prompted by a growing realization of the problem of child abuse and neglect. This increase in children's eyewitness testimony has prompted a number of concerns which psychologists are uniquely qualified to answer. Can children accurately process, retain and report events which they witness? Can young children distinguish between fact and fantasy? Are children especially likely to be influenced by suggestive or leading questions and if so why? Should special questioning procedures, such as the use of anatomically correct dolls, be used to obtain testimony from children? What are the long term and short term emotional impacts of testifying on children? How do jurors evaluate the testimony of children in court? Through readings and discussion we will be addressing these issues as we try to answer the question of just what role children should have in the courtroom.

PREREQUISITES: None

TEACHING METHOD: Discussion and debate about the assigned readings and topics.

METHOD OF EVALUATION: Students will be evaluated based on the quality of their writing (75%) and of their in class participation (25%).

READINGS: TBA

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 provide students with an opportunity to view behavior from the "psychologist as scientist" perspective. Therefore, experimental and methodological issues will be discussed.

PREREQUISITES: None

TEACHING METHOD: We will meet 3 times per week for one hour. In addition, optional discussion sections will be organized.

METHOD OF EVALUATION: There will be two midterm exams and a final examination.

READINGS: Basic Psychology by Gleitman.

David Uttal

Psychology, A10-21

INTRODUCTION TO PSYCHOLOGY

Time: MWF 12:00

Office Address: 304 Swift Hall

Phone: 467-1925

Expected Enrollment: 275

COURSE DESCRIPTION: A general introduction to the science of psychology. We will discuss the major approaches to the study of behavior (both normal and abnormal), thinking, personality, social interaction, and psychological development. A continuing theme will be the relation between evidence (e.g., data) and theories of human behavior.

PREREQUISITES: None

TEACHING METHOD: Lecture, supplemented with video, slides, demonstrations, and guest lectures by experts in the community whose work is tied to or influenced by psychology (teachers, lawyers, etc.).

METHOD OF EVALUATION: Two midterms and a final.

READINGS: Gleitman "Psychology", and perhaps a few supplementary readings.

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.

METHOD OF EVALUATION: There will be many examinations. These come approximately every other 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.

READINGS: Glenberg, A.M. Learning from Data. Harcourt Brace Jovanovich, 1988. (Ordered at Campus Used Book Store)

Jeff Sherman

Psychology, B04

SOCIAL PSYCHOLOGY

Time: TTh 10:30-12:00

Office Address: 203 Swift

Phone: 467-4133

Expected Enrollment: 120

COURSE DESCRIPTION: This course examines the scientific study of social behavior. How are individuals affected by the social context in which they find themselves? How do we perceive, influence, and interact with other people? Topics include social perception, the self, intergroup behavior, social influence, attribution processes, and attitudes.

PREREQUISITES: A10

TEACHING METHOD: Two lectures per week. Discussion welcome.

METHOD OF EVALUATION: Grades will be based on 2 midterms and a final exam.

READINGS: Social Psychology by Smith & Mackie: 1st edition

Peter Frey

Psychology, B05-20

GENERAL EXPERIMENTAL PSYCHOLOGY

Time: TTh 9-10:30

Office Address: 204 Swift Hall

Phone: 491-7405

Expected Enrollment: 25

COURSE DESCRIPTION: An introduction to the principles and methodological techniques of behavioral research. The course will touch upon (1) philosophy of science, (2) measurement theory, (3) observational procedures, (4) sampling techniques, (5) experimental design, (6) statistical decision making, (7) APA writing style for research reports, and (8) ethical principles of research. Each student will be part of three class experiments which will involve data collection, data analysis, and formal report writing.

PREREQUISITE: Psychology B01 or equivalent preparation.

TEACHING METHOD: Lectures, demonstrations, and discussion.

METHOD OF EVALUATION: The student's grade for this course will be based upon a midterm exam, a final exam, and three laboratory reports.

READINGS: Martin, D. W. (1991). Doing psychology experiments. Brooks-Cole, (3rd edition).
Graziano & Ravlin (1993). Research methods: A Process of Inquiry. Harper-Collins College Publishers (2nd edition).

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: Suter, W.N. & Lindgren, H.C. (1988) Experimentation in Psychology. Allyn and Bacon. McGuigan, F.J. (1993) Experimental Psychology: Methods of Research. (6th edition) Englewood Cliffs, New Jersey: Prentice Hall.
Publication manual for the APA, 3rd Edition.

Sandra Waxman

Psychology, B18

DEVELOPMENTAL PSYCHOLOGY

Time: MW 3:00-4:30

Office Address: 212 Swift Hall

Phone: 467-2293

Expected Enrollment: 100

COURSE DESCRIPTION: The focus of this course is the development of perception, cognition, language, personality and social interaction from infancy through adolescence. We will consider perspectives and methods in developmental research. We will also explore specific issues, including: 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? How do 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 B12

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.).

METHOD OF EVALUATION: There will be a mid-term, a final, and two or three short writing assignments.

READINGS: Berk, L. (1994). Child Development, Third Edition. Allyn & Bacon.
DeLoache, J. Current Readings in Child Development.

Edward Wisniewski

Psychology, B28

COGNITIVE PSYCHOLOGY

Time: MWF 10:00

Office Address: 211 Swift Hall

Phone: 467-1624

Expected Enrollment: 80

COURSE DESCRIPTION: A survey of cognitive psychology, covering topics in memory, attention, categorization, language, reasoning, and learning. Classes will consist of lectures and discussion with occasional demonstrations of various principles and phenomena. Some of the assignments will involve participating in experiments.

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 equivalent.

READINGS: Textbook and journal articles.

Marla Felcher

Psychology B39

MARKETING MANAGEMENT

Time: TTh 3-4:30

Office Address: 512 Andersen

Phone: 491-8813

Expected Enrollment: 100

COURSE DESCRIPTION: This course will focus on basic principles of marketing management, such as how to segment markets, and how to position products and services to meet the needs of targeted segments. Unlike traditional marketing courses, we will spend much of our time discussing the implications of marketers' actions on the society as a whole. Among the topics to be addressed are: the ethics of target marketing, the psychological, sociological and anthropological roots of consumption, the measurement of consumer wants, consumer complaint behavior, and the

implications of firms' marketing actions on their employees, i.e., service-workers.

PREREQUISITE: Any introductory course in one of the behavioral social sciences (e.g., psychology, sociology, anthropology).

TEACHING METHOD: Lectures and considerable class discussion. Guest speakers from diverse businesses will be featured throughout the class.

METHOD OF EVALUATION: A midterm and final exam, as well as a research paper based on the reading of one of three books (listed below).

READING LIST: A course packet of readings put together by the instructor, plus Advertising: The Uneasy Persuasion, by Michael Schudson, plus one of the following three books: Fast Times, Fast Talk (R. Leidner), or Ben & Jerry's: The Inside Scoop (C. Lager), or Xuaxua: The Megamarketing of Race and Gender (C. Simpson).

William Revelle

Psychology, C01

PERSONALITY RESEARCH

Time: MW 2-4:00

Office Address: 315 Swift Hall

Phone: 491-7700

Expected Enrollment: 20

COURSE DESCRIPTION: A survey of current research in personality with emphasis on experimental approaches to the study of personality. Specific theories discussed will include (but are not limited to) the biological basis of introversion/extraversion, the theory of achievement motivation, and individual differences in proneness to anxiety and in sensitivity to reward and punishment.

PREREQUISITES: Psychology of Personality (C15) preferred, but not required, General Experimental Psychology (B05), Statistical Methods in Psychology (B01)

TEACHING METHOD: Lectures will be supplemented by laboratory experiences in which the students will collect and analyze data related to current personality theory.

EVALUATION: A midterm and final exam will cover the content of the course. In addition, a research proposal and project paper will be required. The papers and exams will be given roughly equal weight.

READINGS: To be announced.

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.

PREREQUISITES: C12-1 OR permission of instructor.

TEACHING METHOD: Three hours of lecture and one hour optional discussion per week.

METHOD OF EVALUATION: Two large exams = 100%.

READINGS: Kalat: Biological Psychology.

Various readings on reserve.

Aryeh Routtenberg

Psychology, C14-20

SPECIAL TOPICS: GENES AND THE BRAIN

Time: TTh 10:30-12

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); B12 or C12.

TEACHING METHOD: Lecture.

METHODS OF EVALUATION: Quizzes and final exam.

READINGS: To be assigned.

Neal J. Roese

Psychology, C14-21

INTERPERSONAL RELATIONS

Time: TTh 9-10:30

Office: Swift 317

Phone: 467-4164

Expected Enrollment: 150

COURSE DESCRIPTION: This is an advanced course in social psychology focusing on the individual's perceptions of and interactions with others. The course is organized around three sections. First, basic processes underlying social perception, including theories of attribution and social judgment, will be examined. Second, theory and research on "positive" social relations, including friendship, attraction, and love, will be explored. Third, theory and research on "negative" social relations, including aggression, violence, and intergroup prejudice, will be reviewed. The overarching goal is to examine interpersonal relations from an experimental/empirical vantage point.

PREREQUISITE: Psychology B04 (social psychology).

TEACHING METHOD: Lectures will be given twice weekly, in classes lasting 1 1/2 hour.

METHOD OF EVALUATION: Grades are assigned on the basis of one midterm examination, one essay, and one final examination.

READINGS: Readings will be journal articles and book chapters from numerous sources.

Ken Paller

Psychology, C14-22

COGNITIVE NEUROSCIENCE

Time: TTh 2:30-4

Office Address: 122 Swift

Phone: 467-3370

Expected enrollment: 20-40

COURSE DESCRIPTION: A survey of the study of human cognition from the perspective of Cognitive Neuroscience. The course will begin with an introduction to neuroscience basics. This will

be followed by an overview of the sensory systems and neocortical organization, and then advanced topics including memory, language, attention, imagery, and consciousness.

PREREQUISITES: A10 (Intro to Psychology) or B12 (Intro to Neuroscience). Recommended for advanced undergraduate students with some prior exposure to neuroscience and/or cognitive psychology.

TEACHING METHOD: Lectures and discussion.

METHOD OF EVALUATION: Two midterm exams, a cumulative final exam, and a term paper.

READINGS: Selected chapters from Fundamentals of Human Neuropsychology, 4th edition (1995) by Bryan Kolb and Ian Wishaw.

Nancy Rhodes

Psychology C16

EXPERIMENTAL SOCIAL PSYCHOLOGY

Time: TTh 10:30-12

Office Address: 302 Swift Hall

Phone: 467-2290

Expected Enrollment: 25

COURSE DESCRIPTION: This course will begin with an overview of current research in attitudes and social cognition. In particular we will focus on the processes through which people make sense out of their social world. We will examine the methods used by social psychologists to understand social behavior. Basic research to test theories of social behavior and applied research to address specific problems in areas such as marketing and communications will be examined. The latter portion of the class will provide students with an opportunity to conduct original research projects in an area of social psychology of the students' choosing.

PREREQUISITE: B04 and B05.

TEACHING METHOD: Lecture and discussion.

METHOD OF EVALUATION: TBA

READINGS: TBA

Marcia Grabowecky

Psychology C24

PERCEPTION

Time: MWF 9:00

Office Address: 120 Swift

Phone: 467-3044

Expected Enrollment: 75

COURSE DESCRIPTION: This course will examine human perception from several perspectives. Topics covered will include the physiological bases of perception, experimental methods for the study of perception, and a review of the psychological literature about both normal and abnormal perceivers. Although the emphasis will be on vision, audition, somatosensation, and the chemical senses will also be discussed.

PREREQUISITE: A10

TEACHING METHOD: Three class meetings per week involving lectures, demonstrations, and discussion. Student participation in class discussion is strongly encouraged.

METHODS OF EVALUATION: There will be a midterm and final examination, with the final examination partly cumulative. Two small projects/papers will also be required.

READINGS: The primary text will be Perception 3rd edition, Sekuler and Blake, 1994.

Lance Rips

Psychology, C33

PSYCHOLOGY OF THINKING

Time: M 2:30-5:30

Office Address: 314 Swift Hall

Phone: 491-5947

Expected Enrollment: 25

COURSE DESCRIPTION: This course examines current theories in cognitive psychology, including theories of concepts, reasoning, decision-making, and problem-solving. It focuses on deriving empirical test of these theories and designing experiments to carry out the tests.

PREREQUISITES: B05 and B28

TEACHING METHOD: Lectures and discussion.

METHOD OF EVALUATION: Short homework assignments, one write-up of a group experiment, one write-up of an individually-planned experiment.

READINGS: Smith, E.E., & Ooberson, D.N. Thinking: An invitation to cognitive science, Vol. 3, 2nd ed.

Also selected experimental papers.

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.

PREREQUISITES: None

TEACHING METHOD: Lectures and films.

METHOD OF EVALUATION: There will be a midterm and final.

READINGS: Understanding Human Sexuality by Hyde and supplementary readings.

Sandra Waxman

Psychology, C62

COGNITIVE DEVELOPMENT

Time: MW 11-12:30

Office: 212 Swift

Phone: 467-2293

Expected Enrollment: 40

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 (B18) or Cognitive (B28)

TEACHING METHOD: Seminar

METHOD OF EVALUATION: Papers, oral presentations, exams.

READINGS: Text plus original articles.

Neal J. Roese

Psychology, D14-20

THEORIES IN SOCIAL PSYCHOLOGY

Time: M 1-4:00

Office: 317 Swift

Phone: 467-4164

Expected Enrollment:

COURSE DESCRIPTION: Social psychology is the broadest of the theoretical branches of psychology, examining how individual cognitive and affective functioning influences and is influenced by the actual or imagined presence of others. Such is the traditional definition of the field, yet theories that clearly transcend it, such as those explicating issues of self, emotion, and consciousness, are also considered to fall under the rubric of social psychology. Though applied to such diverse phenomena as racism and aggression, love and attraction, and attitudes and self-inference, current theories in social psychology tend to reflect the interplay between basic cognitive mechanisms and higher order motivations. From a framework grounded in three core metatheoretical principles (situationism, construal, and functionalism), the course will cover the major theories advanced by social psychologists over the last 40 years. The emphasis will be on current conceptualizations, with frequent reference to cutting-edge research, yet we will also take time to examine the so-called classics (e.g., dissonance theory, self-perception theory) and their philosophical antecedents. The course is designed to be a graduate level introduction to social psychology and is open to those outside of the psychology department only by permission of the instructor.

PREREQUISITES: B04 or permission of instructor.

TEACHING METHOD: Seminar.

METHOD OF EVALUATION: Paper and take-home exam.

READINGS: Articles and book chapters TBA.

Alice Eagly

Psychology, D14-21

PSYCHOLOGY OF ATTITUDES

Time: TTh 1-2:30

Office: 312 Swift Hall

Phone: 467-5026

Expected Enrollment: 15

COURSE DESCRIPTION: This course provides a survey of social psychological theory and research on attitudes. Topics covered include attitude measurement, attitude structure, attitudes as predictors of behavior, persuasion, and attitudinal selectivity in information-processing.

PREREQUISITES: Some prior graduate work in psychology. Background in social psychology, at least at the level of an advanced undergraduate course.

TEACHING METHOD: Lecture and discussion; some student presentations.

METHOD OF EVALUATION: Two short-answer exams and one paper. Some weight will be given to class participation.

READINGS: The course text is Eagly and Chaiken's; *The Psychology of Attitudes* (Harcourt Brace, 1993). A limited number of other readings, mainly journal articles, will also be assigned.

Aryeh Routtenberg/Robert Perlman

Psychology, D37-2

NEURAL PLASTICITY

Time: TTh 1-2:30

Office Address: 311 Cresap

Phone: 491-3628

Expected Enrollment:

COURSE DESCRIPTION: This course will discuss the application of biological concepts and methods to the study of behavior. We will emphasize human behavior but will include animal studies when they are relevant or illuminating. We will begin with a discussion of modern evolutionary theory and its application to behavior. We will consider the extent to which behavior can be understood as an attempt to maximize inclusive fitness, and the evolution of cooperative or altruistic behavior. We will then turn to genetic approaches to understanding brain development and behavior, and will review recent reports of the behavioral consequences of specific mutations in humans and in experimental animals. Finally, we will discuss the ways in which environment and experience may modulate gene expression to affect brain development and behavior. The goal of this course is to help students become informed consumers and critics of research on the relationships between biology and human behavior.

PREREQUISITES: Permission of instructor.

TEACHING METHOD: Seminars and lectures.

METHOD OF EVALUATION: Final paper (20-25 pages).

READINGS: TBA

Albert Erlebacher

Psychology D51-1

STATISTICS IN EXPERIMENTAL DESIGN

Time: TTh 10:00-12:00

Office Address: 313 Swift Hall

Phone: 491-4973

Expected Enrollment: 10

COURSE DESCRIPTION: The course concentrates on the analysis of data obtained from experiments in the behavioral sciences, especially psychology. Discussion is limited to continuous data. Major emphasis is placed on analysis of variance techniques going from simple single-factor independent-group designs to multiple-factor designs involving both between- and within-subject manipulations. General rules are stressed.

PREREQUISITES: P/N is not allowed. Students must have had a single undergraduate course in statistics (taken in any department). Furthermore students should have had a course on experimentation in behavioral science (such as Experimental Psychology) or some experience in experimentation.

TEACHING METHOD: The class will be taught by lecture, though questions are entertained, indeed encouraged. Practice problems are made available and answers are evaluated.

METHOD OF EVALUATION: There will be one mid-term and one final examination. The two examinations will contribute about equally to the total course grade.

READING: Keppel, G. Design and Analysis: A Researcher's Handbook. (Third Edition). Englewood Cliffs, NJ: Prentice-Hall, 1991. (Ordered at Campus Used Book Store)

Edward Wisniewski

Psychology, D60-20

COGNITIVE PSYCHOLOGY

Time: MWF 10:00

Office Address: 211 Swift Hall

Phone: 467-1624

Expected Enrollment: 10

COURSE DESCRIPTION: A survey of cognitive psychology the graduate level, covering topics in memory, attention, categorization, language, reasoning, and learning. Classes will consist of lectures and discussion with occasional demonstrations of various principles and phenomena. Some of the assignments will involve participating in experiments. A final paper is required.

PREREQUISITE: A10 or equivalent.

READINGS: Textbook and journal articles.

David Uttal

Psychology, D60-21

SPECIAL TOPICS IN COGNITION: SPATIAL AND ENVIRONMENTAL COGNITION

Time: TTh 1-2:30

Office Address: 304 Swift Hall

Phone: 467-1925

Expected Enrollment: 10-20

COURSE DESCRIPTION: The focus of this course is on how people (and other organisms) remember and think about the locations of places or objects. We will explore a diverse body of literature, ranging from experimental studies of animal navigation to the perceptual and cognitive aspects of architecture, urban planning, and cartography. We will also study in detail the development of spatial cognition in children. The course will be run as a seminar and students will be expected to make one or two in-class presentations. Because of the interdisciplinary nature of the questions that we will address, students outside of psychology are encouraged to enroll. Evaluations will be based on several small papers and a final paper or research proposal.

PREREQUISITE: Grad enrollment.

TEACHING METHOD: Seminar

METHOD OF EVALUATION: 3-4 short (2 page papers) and one final paper.

READINGS:

Lynch, K. (1960). The image of the city .

Hutchins, E. Cognition in the wild (selected chapters).

Several research articles.

Marcia Grabowecky

Psychology D60-22

SPECIAL TOPICS IN COGNITION: PERCEPTION

Time: W 1-3:00

Office Address: 120 Swift

Phone: 467-3044

Expected Enrollment:

COURSE DESCRIPTION: In this course we will review literature on perception, with an emphasis on visual cognition. Special attention will be given to investigations of disordered perception.

PREREQUISITES: Permission of the instructor.

TEACHING METHOD: One weekly seminar involving student presentations and class discussion.

METHOD OF EVALUATION: Class presentation, participation in discussion, and a term paper will provide the basis for the grade.

READINGS: To be announced.

Dedre Gentner

Psychology, D66

ANALOGY AND SIMILARITY

Time: W 3-5:00

Office: 213 Swift Hall

Phone: 467-1272

Expected Enrollment:

COURSE DESCRIPTION: This course covers analogy and similarity in learning and reasoning. Although the emphasis is on psychological phenomena, we will consider research in both psychological and artificial intelligence and how to integrate them in an overall account. Specific issues include:

- * theories of similarity and analogy in psychology and artificial intelligence
- * analogical subprocesses: access, mapping, inference, and extraction of common principles
- * development of analogy and similarity
- * the role of background knowledge in analogy and similarity: novice-expert differences

- * connectionist approaches to similarity and analogy
- * analogy in the history of science
- * role of analogy and similarity in categorization and decision-making

PREREQUISITE: Cognitive Psychology

TEACHING METHOD: Seminar

METHOD OF EVALUATION: Paper, class presentations, and discussion.

READINGS: COGNITIVE SCIENCE. Papers to be assigned.

Dedre Gentner

Cognitive Science B11

INTRO TO COG SCI: PSYCHOLOGY & ARTIFICIAL INTELLIGENCE

Time: TTh 1-2:30

Office Address: 213 Swift

Phone: 467-1272

Expected Enrollment:

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 B12; or Linguistics A10, or Cog Sci B07 or B10; or permission of the instructor.

TEACHING METHOD: Two weekly lectures.

METHOD OF EVALUATION: Midterm, final, and weekly assignments.

READINGS: Osherson, D.N. & Smith, E.E. (Eds.), (1990). Thinking: An invitation to cognitive science. Cambridge, MA: MIT Press. Primary Book Source for Class! ISBN: 0-262-65035-5 (v. 3: pbk)

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.

ctec@northwestern.edu

[Course Descriptions](#), [Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: November 7, 1995

French

C. Tournier

French A11-2

FIRST-YEAR FRENCH

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Phone: 491-2654

e-mail: tournier@merle.acns.northwestern.edu

Instructors: Wilson (9), Tournier (10), Delgado-Norris (11) and Abiragi (1)

COURSE DESCRIPTION: 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.

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. Note that the final oral exam, which lasts 15 minutes and for which students sign up, will be given on Monday and Tuesday of final week.

TEXTS:

- Voila, Heilenman, Kaplan and Tournier, Heinle and Heinle, 1992 (second edition). Available at Norris Bookstore
- Voila, Cahier d'activites ecrites et orales , Heilenman, Kaplan and Tournier, Heinle and Heinle, 1992 (second edition). Available at Norris Bookstore
- Voila, Audio Tape Program, , Heilenman, Kaplan and Tournier, Heinle and Heinle, 1992 (second edition). Available at Norris Bookstore (optional)
- Course packet (to be purchased from your instructor).

French A15-2

ACCELERATED FIRST-YEAR FRENCH

Time: MTWTh at 9, 10, 11, and 1

Office: Kresge 139

Phone: 491-2654

e-mail: tournier@merle.acns.northwestern.edu

Instructors: Sell (9), Landau (10), Straus (11), Dziedzic (1)

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. Note that the oral exam, which lasts 15 minutes and for which students sign up, will be given on Monday and Tuesday of finals week.

TEXTS:

- Heilenman, Kaplan and Tournier, Voila, Heinle and Heinle, 1992 (second edition). Available at Norris.
- Heilenman, Kaplan and Tournier, Voila, Cahier d'Activites Ecrites et Orales, Heinle and Heinle, 1992 (available at Norris).
- Heilenman, Kaplan and Tournier, Voila, Audio Tape Program, Heinle and Heinle, 1992 (available at Norris, optional).
- Course packet (to be purchased from your instructor)

Janine Spencer

French A21-2

Second-Year French

Time: MTWTh:9, 10, 11, 12, 1 & 2

Office: Kresge 145C

Phone: 491-8259

e-mail: j-spencer@northwestern.edu

COURSE DESCRIPTION: French A21-2 is the second quarter of a three-quarter course for students who have completed French A21-1 or have been placed in the course by the French department. Classes meet four times a week and consist of grammar, reading, writing, and conversation. Classes are conducted in French except when explanation of grammar or other material necessitates the use of English. Students are expected to attend class regularly, to prepare outside of class, and to work in the language laboratory outside of regular class hours. (CAS students: P/N not allowed).

EVALUATION: Class participation, homework, quizzes, 4 unit tests, final project.

TEXTS: (available at Norris Bookstore)

Valette & Valette, *A votre tour!*, D.C. Heath, 1995

Valette & Valette, *Cahier d'exercices* with audiocassettes to accompany *A votre tour!*

Janine Spencer

French A23-0

Second-Year French: Individualized Instruction

Time: MW 10, 11, 12, 1, 2, or TTh 10, 11, 1 & 2

Office: Kresge 145C

Phone: 491-8259

e-mail: j-spencer@northwestern.edu

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

Janine Spencer and Claude Tournier

French B01-2

INTRODUCTION TO FRENCH STUDIES

Time: MWF at 10, 11, and 1

Office: Kresge 145C/ Kresge 139

Phone: 491-8259/491-2654

Instructors: Cunningham (10), Spencer (11), Moreau (1)

COURSE DESCRIPTION: French B01-2 is the second quarter of a three-quarter, third-year course designed primarily to develop fluency, and accuracy in speaking, listening, reading, and writing French while introducing students to social, cultural, and literary 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, prepare outside of class and work independently in the language lab.

EVALUATION: Class participation, regular oral and written assignments, quizzes, two midterms and Final project.

PREREQUISITES: Proficiency in French (completion of a second-year course, AP score of 3, College Board score of 680 or placement test assignment.)

TEXTS:

- Mort, Slack & Hares, Droit au but!, John Murray Publishers Ltd, London:1993 (available at Norris Bookstore)
- Marguerite Duras, Hiroshima mom amour, Gallimard(coll.Folio) (available at Norris Bookstore and Europa)

Suggested reference texts (for all B-level courses):

- Le micro Robert de poche (Midwest European Bookstore)
- Carlut & Meiden, French for Oral and Written Rewiew, Holt 1993

Bernadette Fort

French B02 (Sections 20 and 21)

Writing workshop

Time: MWF 9:00-10:00 and 10:00-11:00

Office: Kresge 126B

Phone: 491-8264

e-mail: b-fort@northwestern.edu

COURSE DESCRIPTION: This course is designed to develop and improve your writing skills through a variety of activities. Selected points of grammar and expression will be discussed in class and reinforced in exercises monitored in the lab. The goal is to guide students towards grammatically correct, idiomatic, and compelling writing in French. Students will be given training and practice in a variety of genres, such as self-portraiture, description, narration, argumentation. Homework will include short writing exercises and compositions as well as the preparation of grammar exercises.

PREREQUISITES: French B01-1 and/or B01-2, AP score of 4 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.

C. Tournier

French B03

INTERMEDIATE CONVERSATION

Time: MWF 9 and 12

Office: Kresge 139

Phone: 491-2654

Instructors: Tournier (9:00), Moreau (12:00)

COURSE DESCRIPTION: This course is designed to build fluency in speaking and understanding French. Classes will concentrate on increasing listening comprehension, building vocabulary and idiom use, and enhancing communication skills.

PREREQUISITE: French B02. Permission from the French department is required (go to Kresge 145D to obtain a permission slip during registration).

TEACHING METHOD: Spoken activities in class organized around communicative strategies needed to carry on a meaningful conversation. Students are expected to prepare at home for each session as well as to go individually to the computer lab to work on the interactive laser disk "A la Rencontre de Philippe." (final project). Students are also expected to subscribe to and participate in the listserv group "Jasette" on the Internet.

EVALUATION: The final grade will be based on class participation, participation in the listserv group conversation, a listening comprehension midterm, an oral exam and a final project.

TEXT: Bragger and Rice, Du Tac au Tac, Heinle and Heinle, 1991 (second edition). Available at Norris.

Anne Landau

French B10-0

INTRODUCTION TO FRENCH LITERATURE

Time: MWF 9:00

Office: Kresge 128

Phone: 491-8263

e-mail: alandau@merle.acns.northwestern.edu

COURSE DESCRIPTION: When we study literature, what resources do we bring to its interpretation? How do we judge a work, its relevance, its potential? Is it well written? Does a text play on different levels? Whom does a text address? Is its form an appropriate vehicle for its content? Do I . . . the reader or viewer, enter into a relation with it . . . the work? These are questions we will address as we study examples of major genres (fiction, drama, poetry). In this course, students will analyze sections of texts or film, or specific poems. Through class discussions and a series of short papers and presentations, they will assess the relation of content to form. In doing so, they will develop a terminology useful in talking and writing about literature. They will then be asked to evaluate their relation to the work, making the reader's or viewer's participation part of the whole

intended literary process.

PREREQUISITE: French B02, AP of 5, departmental placement.

EVALUATION: Class participation; oral presentation; written papers (all in French).

READING LIST:

Ben Jelloun, La Nuit Sacre

Duras, Moderato Cantabile

Wiesel, La Nuit

Beckett, En Attendant Godot

Ionesco, La Leon

Selection of poetry and short text (course packet)

Film: TBA

Sylvie Romanowski

French B10

Introduction to French Literature

Time: MWF 12:00

Office: Kresge 150E

Phone: 491-2772

e-mail: s-romanowski@northwestern.edu

COURSE DESCRIPTION: This course will examine a few representative works of 19th and 20th century authors drawn from the major genres, the short story, the novel, drama and poetry. The works are grouped in order to compare and contrast works that are more traditional in form and style, and those that are more modern and experimental. 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 literary writing. The students will report on their reading and write several short papers of analysis. A longer paper will replace the final exam. The class will consist principally of discussion and reports by the students. It will be conducted entirely in French.

PREREQUISITES: At least one of the following: B01-1, B01-2, B02, B03, B80, Departmental placement in B10, A P of 5, or special permission of instructor.

READING LIST:

Balzac, "Facino Cane" (course packet)

Radiguet, Le Diable au corps

Duras, Moderato cantabile

Anouilh, Antigone

Beckett, Fin de partie

Ba, Une si longue lettre

Poetes francais des 19e et 20e siecles
Some additional short works in the course packet

The books will be available at Europa Books, Foster Street, at the "el."

Sylvie Romanowski

French B72

Introduction to French Theater

Time: MWF 11:00

Office: Kresge 150E

Phone: 491-2772

e-mail: s-romanowski@northwestern.edu

COURSE DESCRIPTION: We will read 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 Romantic period in the early 19th century; and the 20th century. We will read the plays closely and critically in order 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.

READING LIST:

Corneille, Le Cid

Racine, Andromaque

Moliere, Le Malade imaginaire

Beaumarchais, Le Barbier de Seville

Hugo, Ruy Blas

Camus, Caligula

Ionesco, La Cantatrice chauve, La Leon

Beckett, En Attendant Godot

The books will be available at Europa Books, Foster Street, at the "el."

Scott Durham

French B77

THE LITERATURE OF EXISTENTIALISM

Time: 11:00 MWF

Office: Kresge 131

Phone: 491-4660

e-mail: spd594@northwestern.edu

COURSE DESCRIPTION: This course, taught in English, will serve as an introduction to existentialism, which not only defined the literary, philosophical and political culture for French intellectuals of the post-war period, but also remain indispensable for an understanding of various currents of contemporary literature and culture. Among the authors read will be Sartre, Beauvoir, Beckett, Genet and Fanon.

EVALUATION: will be based on a mid-term exam and an 8-page final paper.

Marie-Simone Pavlovich

French CO2-2

ADVANCED FRENCH COMPOSITION

Time: MWF 10:00

Office: Kresge 128

Phone: 491-8263

e-mail: mpa347@northwestern.edu

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.

METHODOLOGY: 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: Ronald St.Onge, Maguy Albet: Alinas, Heinle & Heinle Publ.1990

William Paden

French C10

French Medieval Song

Time: MWF 1:00

Office: Kresge 150A

Phone: 491-5490.

e-mail: wpaden@northwestern.edu

COURSE DESCRIPTION: Introduction to medieval lyric poetry in France, with consideration of the musical dimension in sung performance. We shall consider problems of gender, subjectivity, manuscript transmission, performance, culture and resistance. We shall deal with the texts in the original language, but always with translations available. Students will be encouraged but not required to sing medieval songs. Class will be conducted in English.

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

REQUIRED TEXT:

- 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, Trouvre Song. Vol. 2: Commentary. Vol. 3: Guillaume de Machaut, Remde de Fortune. Vol. 4: English Lyric. South Hadley, MA: Mount Holyoke College, 1987, revised 1988. With five cassettes of musical performances. Video of Jean Renart, *The Romance of the Rose* or of Guillaume de Dole
 - Patricia Terry and Nancy Vine Durling, trans., *Jean Renart: The Romance of the Rose* or of Guillaume de Dole (University of Pennsylvania Press, 1993)
 - Xeroxed materials.
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Jane Winston

French C76

French Feminist Theory

Time: TTh 10:30-12:00

Office: Kresge 129

Phone: 491-8268

e-mail: jwinston@northwestern.edu

COURSE DESCRIPTION: This course, taught in English, analyzes the major trends in French feminist theory. We begin with the intellectual cornerstone of twentieth-century feminist thought, Simone de Beauvoir's 1949 *The Second Sex*. We then read feminist thinkers engaged with Freudian and Lacanian psychoanalysis, focusing on the relation between language and sexual difference, women's language and feminine writing. We conclude with French materialist feminism. Our central concerns include gender construction and oppression, heterosexualist ideology and the repression of differences, and theories of social change and liberation.

TEACHING METHODOLOGY: Short lectures and class discussions. All work in English.

EVALUATION: Class participation is essential. All students will remain current in their readings, attend class regularly, and participate in meaningful ways to our discussions. Students will deliver one short oral presentation and write two short papers (5-7 pages).

READING LIST:

Simone de Beauvoir, *The Second Sex*

Catherine Clement and Helene Cixous, *The Newly Born Woman*

Christine Delphy, *A Materialist Analysis of Women's Oppression*

Luce Irigaray, *This Sex Which is Not One*

Julia Kristeva, *Revolution in Poetic Language*

Monique Wittig, *The Guerillieres and The Lesbian Body*

Excellent Secondary Sources:

- Claire Duchon, *Feminism in France: From May '68 to Francois Mitterrand* (London: Routledge and Kegan Paul, 1986)
- Claire Duchon, *French Connections: Voices from the Women's Movement in France* (London: Hutchinson, 1987).
- Susan Sellers, *Language and Sexual Difference: Feminist Writing in France*

All textbooks are available for purchase at Great Expectations Bookshop, 911 Foster St., Evanston.
Course Reading Packet is available at Copytron, Clark Street, Evanston.

Jane Winston

French C80

Political and Social Thought in France

Time: TTh 1:00-2:30

Office: Kresge 129

Phone: 491-8268

e-mail: jwinston@northwestern.edu

Office Hours: Wednesday 10:00-11:00; Friday 1:00-2:00

COURSE DESCRIPTION: In May 1968 left-wing French students and workers nearly brought down the French government. This course studies the revolution manquee of Mai '68. We develop a sense of the precise nature of social and intellectual unrest at the time. We focus on the tensions produced by France's recently ended colonial wars, the demands of consumer society, and the connection between madness, repression, and revolutionary change. Our readings include essays, novels, plays, manifestos, and newspaper articles. We also study a series of films by Jean-Luc Godard, Agnus Varda, Diane Kurys.

TEACHING METHODOLOGY: Class discussion and short lectures.

EVALUATION: Class participation will play a large role in student evaluation. Students are expected to keep their readings current, keep a journal on their reactions to readings, and contribute often and in meaningful ways to our discussions. Each student is also responsible for two written assignments and one oral report.

TENTATIVE READING LIST:

Louis Althusser, selected articles

Guy Debord, *la Societe du Spectacle* (1967)

Marguerite Duras, *Le Shaga, Yes, peut-etre* (1968)

Claire Etcherelli, *Elise ou la vraie vie* (1967)

Michel Foucault, *l'Histoire de la folie a l'age classique* (1961)

Bernadette Fort

French C91-1,2

TOPICS IN LANGUAGE: TRANSLATION (Theme et version)

Time: MWF 12:00

Office Address: Kresge 129

Phone: 491-8264

e-mail: b-fort@northwestern.edu

COURSE DESCRIPTION: This two-quarter course, taught in French, is intended to provide advanced students (such as French majors in their Junior or Senior year and returning Sweet Briar Students) with an intensive training in the understanding and correct use of the syntactic, lexical, semantic, and stylistic properties of the French language through the comparative linguistic analysis and translation of French and English texts. A variety of exercises will help students reflect critically on the ways in which the two languages present, articulate and shape their users' perceptions of the world. A number of stylistic functions (such as narration, description, argumentation, report) are approached through analysis of concrete problems posed by translation from English to French and from French to English. Texts are chosen from a variety of literary and non-literary sources, the latter including newspaper articles, advertisements, headlines, speeches. The course culminates in a three-week individual translation project, done in the Winter Quarter (a short story, a longer poem, a journalistic essay, a critical or scholarly article), in which students showcase their mastery in translation and comparative stylistics.

TEACHING METHODOLOGY: At the beginning of each class, oral exercises of rapid translation will be done to train and reinforce various linguistic mechanisms and counteract the habit of literal translation. The main part of the course will consist in the critical discussion of translations (theme et version) done at home by students.

EVALUATION: Grades will be based on two examinations, quizzes, home translations, and class participation.

TEXTS: Xeroxed package of texts in English and French.

Michal P. Ginsburg

French C97

Studies in Literature and Culture: Culture and Revolution

Time: T, TH 2:30-4:00

Office: 146b Kresge

Phone: 491-8261

e-mail: m-ginsburg@northwestern.edu

COURSE DESCRIPTION: The history of France since the end of the 18th century and throughout the 19th century is punctuated by a series of revolutions and political reversals. In this course we will be interested in the way these often violent changes relate to broader cultural phenomena. In the first part of the course we will read historical accounts of some of these events, analysis of the socio-cultural structures that produced them, and some literary works that represented them. In the second part of the course we will center on the issue of revolution in literary production and its relation to social and political revolutions.

TEACHING METHODOLOGY: Short lectures and discussion. All texts written originally in French will be read in French; class discussion will be in French; French majors will write their papers in French, non-majors can write their papers in English.

EVALUATION: Evaluation will be based on class participation; class presentation (in teams); two short quizzes on background readings not discussed in class; and two writing assignments.

READING LIST (tentative):

Lynn Hunt, The Family Romance of the French Revolution Hugo, Bug-Jargal

Balzac, "Le Colonel Chabert"

Marx, The Eighteenth Brumaire of Louis Bonaparte

Flaubert, L'Education Sentimentale

Paul Lafargue, Le Droit - la paresse

Selected prose-poems and poems by Rimbaud and Lautreamont

Tilde Sankovitch

French D20

STUDIES IN 16TH CENTURY LITERATURE: MONTAIGNE

Time: M 3:00

Office: Kresge 141

Phone: 467-1448

e-mail: tsankov@northwestern.edu

COURSE DESCRIPTION: A reading of a group of Montaigne's essays, from different critical perspectives, focusing on various topics--memory, the body, the feminine etc.,--always keeping in mind the coincidence, proposed by Montaigne, between the book and the self, and the overarching context and problematics of the portrait and the self-portrait.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: November 7, 1995

Italian

Italian A01-2

ELEMENTARY ITALIAN

Time: MTWTF 9:,00, 10:00, 11:00 & 12 in Kresge 102

Concettina Pizzuti, Course Coordinator

Instructors: Moroni (9, 11, 12), Holmes (10)

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.

TEXTS:

Marcel Danesi, ADESSO, Heinle & Heinle, 1992.

Workbook/Lab Manual for ADESSO.

Italian A02-2

INTERMEDIATE ITALIAN

Concettina Pizzuti, Course Coordinator

Time: MTWF 10:00 (Pizzuti) & 1:00 (Simpson) in Kresge 304

Office: 142

Phone: 467-1987

e-mail: cpizzuti@merle.acns.northwestern.edu

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.

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

Instructor: Thomas Simpson

Office: Kresge 142

Phone: 467-1987

e-mail: ths907@northwestern.edu

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 B02-2

Regional Italy

Time: MWF 11:00

Instructor: Concettina Pizzuti

Office: Kresge 142

Phone: 467-1987

e-mail: cpizzuti@merle.acns.northwestern.edu

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 a region or city, the most important historical and literary aspects of that area before the unification of Italy, will be the topic of each unit. Sicily, Rome, Florence, Venice & Milan are the main places to be explored.

PREREQUISITE: Italian A33/34, A02-3, B01 or permission of 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 C02-0

LITERARY TRADITION AND NATIONAL IDENTITY

Instructor: Albert R. Ascoli

Time: MWF 10

Office: 127B Kresge

Phone: 491-5490

e-mail: aascoli@northwestern.edu

READING, DISCUSSION AND WRITING IN ITALIAN

PREREQUISITE: Successful completion of a B-level course taught in Italian or permission of instructor

COURSE DESCRIPTION: Although the idea of a linguistically, culturally, and even "politically" unified place called Italy has been around since at least the thirteenth century, no centralized state bearing that name emerged until the mid-1800's, long after most of the modern European nation-states had taken shape. In this course we will give a selective and symptomatic introduction to the literature and culture of Italy, by looking at the ways in which writers (and artists in other media) have grappled with the problem of identifying, defining, and even shaping what it means to be "Italian". We will study the range of cultural responses to the Italian dilemma--from authors who take their own city or region, and its local dialect, as the basic point of cultural reference; to those who try to build, or rebuild, a properly "Italian" state; to those who Gramsci called "cosmopolitan"--who abandoned their native regional and national identities to become citizens of Europe, or the world. We will take examples from four different periods: 1) the late middle ages, when Italian language and literature first became a significant force; 2) the Cinquecento, when the culture of the Italian Renaissance reached its height, and an "official Italian language of culture was codified, but when Italy lost all hope of political autonomy and plunged into the repressive climate of Counter-Reformation; 3) the "Risorgimento" which led up to and then accomplished the political unification of the Italian peninsula, though without resolving many of its most painful divisions; 4) the twentieth century, in which Italy has gone through a series of attempts to reformulate its national identity, as one system of government after another has wholly or partially failed to resolve the conflicts that separate various segments of its population (South and North, religious and lay, left and right, poor and rich). Classes will mix historical background on the periods in question with readings of symptomatic texts and other artistic objects from Dante and Machiavelli to the cinema of Bertolucci and the Taviani brothers.

EVALUATION: Grade based on class participation, several short papers, take-home final exam.

Italian C80-2 **Topics in Italian Cinema: Fellini, Pasolini, Antonioni**

Time: Monday: 6-9*: brief lecture and film screening (*screenings may not always go this late, depending on length of film); Discussion sections: TBA

Instructor: Karen Pinkus

Office: Kresge 126a

Phone: 491-8255/491-5490

Office Hours for Fall Quarter: Thursday 2-4

e-mail: kepink@merle.acns.northwestern.edu

IN ENGLISH. ALL FILMS WILL BE SHOWN WITH SUBTITLES AND A KNOWLEDGE OF ITALIAN IS NOT REQUIRED

COURSE DESCRIPTION: This course will study the work of three important Italian film directors: Federico Fellini, Pier Paolo Pasolini, and Michelangelo Antonioni. In discussion sections we will consider the films in relation to readings spanning a variety of disciplines including film theory, film history, Italian history or cultural studies, anthropology, and psychoanalysis. Ideally, the discussions will be structured as a dialogue between students whose primary interests lie in Italian culture or history and those whose primary interests lie in the study of cinema or mass media in general. While the course will situate the films within cinematic movements such as Italian neo-realism, we will primarily focus on reading the individual films themselves, as artifacts that stage a wide variety of problems: the restructuring of Italian cultural life after World War II; reorganization of the family; the Americanization of Italy; the relations of "North" and "South" and many others.

EVALUATION: one group project presented within the discussion sections (this might involve an analysis of a particular scene or a broader cultural problem; a storyboard or formal reading of cinematic technique; a discussion of imagery within films or an in-depth reading of a particular character, style, or script); a "film journal" to be worked on each week and handed in once at mid-quarter and then at the end of the quarter. This "journal" will include reflections on each of the films in relation to the readings, and to the group projects. There will be no exams.

PREREQUISITES: None. Students who have taken Italian C-80-1, Introduction to Italian Cinema, may take this course for credit.

Films to be shown:

Federico Fellini: The White Sheik [Lo sciecco bianco]; I vitelloni [The Young and the Passionate];

La dolce vita; 8 1/2

Pier Paolo Pasolini: Hawks and Sparrows [Uccellacci e uccellini]; Decameron

Love Meetings [Comizi d'amore]

Michelangelo Antonioni: L'avventura; Red Desert [Il deserto rosso]

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: November 3, 1995

Hispanic Studies

Vera R. Teixeira

INTENSIVE ELEMENTARY PORTUGUESE A01-2

Time: M,T,W,Th,F 11:00

Office Address: 136 Kresge

Office Phone: 491-8283

E-Mail: v-muller-bergh@northwestern.edu

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 CAS foreign language requirement

TEACHING METHOD: Classroom drills, interactive activities and 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.

TEXT: Paiva, Tolman, Jensen, Parson TRAVESSIA Vol I & Manual de Laboratorio

Vera R. Teixeira

Portuguese C03-0

ADVANCED PORTUGUESE

Time: T Th 2:00-3:30

Office Address: Kresge 136

Phone: 491-8283

Email: v-muller-bergh@northwestern.edu

COURSE DESCRIPTION: Advanced Portuguese language in the context of Brazilian culture, history, literature and current events.

PREREQUISITES: Portuguese A01-3 or approval of the instructor. P/N is allowed.

TEACHING METHOD: Class discussions and presentations. 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 of non-language majors.

EVALUATION: Class participation, 4 short paper, one midterm and a significant final paper.

READING MATERIALS: Course packet with selected texts from books, magazines and periodicals as well as grammar review .

SUPPORTING MATERIALS: Videos and films.

Renate Robinson, Coordinator

Hispanic Studies A01-2

ELEMENTARY SPANISH

Time: MTWF 9,10,11,12,1,

Office Address: 133 Kresge

Phone: 491-8277

Expected Enrollment: 15

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

More than one absence in the first week will result in being DROPPED from the course 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.

Reading List: Galloway & Labarca Vision y Voz (textbook, workbook, lab book and set of audio tapes), Destinos, Viewers Handbook McGraw Hill

TBA Supplementary Readings

Sonia Garcia (Director of Spanish Language Program & Coordinator)

Hispanic Studies A02-2

INTERMEDIATE SPANISH

Time: MTWF 8,9,10,11,12,1,2

Office Address: 134 Kresge

Phone: 491-8280/ 491-8249

E-mail: sgarcia@merle.acns.northwestern.edu

Expected Enrollment: 15

COURSE DESCRIPTION: This is the second quarter of the standard three-quarter intermediate A02 sequence. The class meets three days a week excluding thirty minutes in the Multi-Media Language Center on Tuesdays. There is grammar review along with increased emphasis on conversation, reading and writing skills. Students will be presented with audio-visual material to further develop listening and conversation skills.

PREREQUISITE: Completion of A02-1 or placement in A02-2 by the Director of the Spanish Language Program

P/N is not allowed for majors, or to fulfill the foreign language requirement.

EVALUATION: Class participation, attendance, departmental examinations, compositions and video viewing.

READING LIST: Textbook: Spinelli, Garcia & Galvin, Interacciones, 2nd edition (& student tape). Holt, Rinehart & Winston Lab Manual. TBA: Workbook. TBA: Play or Short Stories. Available at Norris Center Bookstore.

Penny Nichols Fahey

Hispanic Studies A05-20

Freshman Seminar-THE DON JUAN MYTH THROUGHOUT THE CENTURIES

Time: MW 2-3:30

Office Address: 137 Kresge

Office Phone: 491-8276

email: p-fahey@merle.acns.northwestern.edu

Expected Enrollment: 15

COURSE DESCRIPTION: "Did you ever wonder where and how the myth of Don Juan originated? Did you know that the dramatist who created this legendary figure was a 17th-century Spanish monk? This course will explore the origins and metamorphoses of the Don Juan myth from various perspectives as well as study its psychological, theological, sociological and literary significance. We will examine the evolution of this myth figure through the centuries by comparing its interpretation in various art forms (drama, poetry, opera, film) up through present day. In addition to books listed, we will see a number of related film interpretations, including the recent film Don Juan de Marco and, if arrangements can be secured, we will see a performance of Don Giovanni at the Chicago Lyric Opera

in early January."

TEACHING METHOD: Class Discussion

EVALUATION: Class participation, two short papers, one long paper, oral presentation.

READING LIST:

Tirso de Molina, THE PLAYBOY OF SEVILLE

Moliere, DON JUAN, or THE LIBERTINE

DaPonte, DON GIOVANNI

Zorilla, DON JUAN TENORIO

Shaw, MAN AND SUPERMAN

Sonia Garcia Director Spanish Language Program

Renate Robinson Coordinator

Hispanic Studies A15-1

ACCELERATED FIRST-YEAR SPANISH

Time: MTWF 9,10,11,1,2

Office Address: Kresge 133

Phone: 491-827

Expected Enrollment: 15

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, oral comprehension, reading and writing. Students will be presented with audio-visual material to further develop listening and conversation skills.

PREREQUISITES: Department placement

P/N is not allowed for majors, or to fulfill the foreign language requirement.

EVALUATION: Homework, quizzes and examinations, oral interviews, compositions, class participation, and a video activity.

READING LIST: Required: Galloway & Labarca Vision y Voz (textbook), Heinle & Heinle, Destinos. Viewers Handbook, McGraw Hill, Aldaraca and Baker, Spanish Grammar. Hartcourt Brace. Castillo-Feli¿ Lecturas B¿sicas, Hartcourt.Brace. Recommended: Vision y Voz Lab manual, Heinle & Heinle Available at Norris Center Bookstore

Dario Fernandez-Morera

Spanish B01-2

INTRODUCTION TO THE LITERATURE OF SPAIN

Time: TTh 10:30-12:30, MWF 2:00-3:00

Office Address: Kresge 205

Phone: 491-8249

COURSE DESCRIPTION: Instruction in the reading and analysis of important authors of the Spanish Golden Age: Garcilaso, Fray Luis, the Mystics, Cervantes, Quevedo, Lope de Vega, etc. Attention will be paid to the historical background and to thinkers like Francisco de Vitoria, Luis Vives and the Spanish neo-scholastics.

ATTENDANCE FIRST CLASS; No P/N.

TEACHING METHOD: Lecture and discussions.

EVALUATION: Student participation, mid-term, final exam.

READING LIST: Pattison and Bleznick, ed. Representative Spanish Authors, Vol. I.

Humberto Robles & Priscilla Archibald

Hispanic Studies B02-2

INTRODUCTION TO THE LITERATURE OF LATIN AMERICA

Time: MWF 10 & 2

Office address: 215/213

Phone: 491-8127

Expected Enrollment: 25 per class

COURSE DESCRIPTION: Reading, analysis, and discussion of selected works by Spanish-American authors from the colonial period to 1888. The 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 through the transition from the colonial period to the establishment and consolidation of the newly independent states in the nineteenth century.

PREREQUISITE: Spanish A02-3 or placement at the B-level after taking the placement exam.

TEACHING METHOD: Readings and discussions will be in Spanish.

EVALUATION: Class participation, Mid-term and Final exams, and periodical reading reports.

READING LIST: Englekirk, An Anthology of Spanish-American Literature. Vol. I, second edition. (Prentice-Hall) and other texts.

Penny Fahey, Coordinator

Hispanic Studies B03-2

COMPOSITION AND CONVERSATION

Time: MWF 9,10,11,12,1,2

Office Address: Kresge 137

Office Phone: 491-8276

Expected Enrollment: 15

COURSE DESCRIPTION: B03 is an intermediate level Spanish course designed to improve students' skills in all areas: speaking, listening, reading comprehension, and writing. Conversation and composition centers on current issues of importance in the Hispanic world, and topics are drawn from recent films, novels essays and plays. Guest lectures by experts on Spain and Latin America and visits to cultural exhibits in the Latin American community of Chicago provide background material and contact with native speakers. Each quarter focuses on a distinct geographical area: Spain in the fall, South America in the winter, Mexico, the Caribbean, and Hispanics in the U.S. in the spring. Different skills are emphasized in the three quarters: pronunciation in the fall, listening comprehension in the winter, and writing in the spring.

EVALUATION: Class participation, 2 oral presentations, 4 compositions, Final Exam

READING LIST:

Dominicis, Repase y escriba

Isabel Allende, Eva Luna

Dario Fernandez-Morera

Comparative Literature - B13-0*

INTRODUCTION TO FICTION

Time:

Office Address: 205 Kresge

Office Phone: 491-8281

Expected Enrollment:

*Cross listed with Comparative Literary Studies

Sonia Garcia (Director Spanish Language Program)

Hispanic Studies C03-0

ADVANCED CONVERSATION

Time: 9:00 AM, 1:00 PM

Office Address: Kresge 134

Office Phone: 1-8280

E-MAIL: sgarcia@merle.acns.northwestern.edu.

Expected Enrollment: 15

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, compositions and a report

READING LIST: Crapotta & Ramos. Facetas: conversacion y redaccion. Cornell Demel. Facetas: Lectura (Heinle & Heinle).

Humberto Robles

Hispanic Studies C43-0

THE AVANT-GARDE AND REGIONALISM IN LATIN AMERICAN LITERATURE

Time: 2:00-3:00 MWF

Office Address: 215 Kresge

Office Phone: 1-8127

Expected Enrollment: 25

COURSE DESCRIPTION: The course will emphasize the aesthetical and ideological issues of the Avant-Garde and the Regionalist narrative. Also we will consider problems related to readers issues. Huidobro, Vallejo, Bombal, Palacio, GYrinaldes, Gallegos and Neruda (maybe some others) are part of the reading the student is supposed to do during this course.

TEACHING METHOD: Lectures and discussion in Spanish P/N is not allowed

EVALUATION: a midterm and a final exam. Class participation and paper.

READING LIST: To be determined.

E. Inman Fox

Hispanic Studies C50-0

SPANISH CIVILIZATION AND CULTURE

Time: 10:30-12:00 TTh

Office Address: 206 Kresge

Office Phone: 467-1668

Expected Enrollment: 25

COURSE DESCRIPTION: A study of modern Spain through a consideration of the cultural manifestations of its transition from a traditional society to a contemporary one. "Casiquismo" and peasantry, the themes of "intrahistory", Europeanization, the "two Spains", and certain aspects of Spanish customs and social thought (particularly Anarchism) will be viewed from an historical as well as ideological perspective. The Spanish Civil War (1936-1939) will be given a special and extensive treatment. The class will be conducted in English with mostly English texts.

PREREQUISITES: None, but a reading knowledge of Spanish will be useful.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Paper and exam. Participation in discussions.

READINGS: TBA

Gonzalo Diaz-Migoyo

Hispanic Studies C99-0

INDEPENDENT STUDY

Time: TBA

Office Address: 207 Kresge

Office Phone: 1-8236

Expected Enrollment: 10

COURSE DESCRIPTION:

PREREQUISITES:

TEACHING METHOD:

EVALUATION:

READING LIST: To be determined.

Gonzalo Diaz-Migoyo

Hispanic Studies D99-0

INDEPENDENT STUDY

Time: TBA

Office Address: 207 Kresge

Office Phone: 1-8236

Expected Enrollment: 10

COURSE DESCRIPTION:

PREREQUISITES:

TEACHING METHOD:

EVALUATION:

READING LIST: To be determined.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: November 6, 1995

Slavic Languages & Literature

Simon Greenwold

Slavic Languages & Literature A01-2-20 AND A01-2-21

ELEMENTARY RUSSIAN

Time: MTWThF 10:00

Office: 325E Kresge

Phone: 467-3137

Expected enrollment: 15

Pat Zody

Slavic Languages & Literature A01-2-21

ELEMENTARY RUSSIAN

Time: MTWThF 11:00

Office: 325E Kresge

Phone: 467-3137

Expected enrollment: 15

Peter Thomas

Slavic Languages & Literature A01-2-22

ELEMENTARY RUSSIAN

Time: MTWThF 10

Office: 325D Kresge

Phone: 467-3136

Expected enrollment: 15

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.

METHOD OF EVALUATION: Short quizzes and a final exam. The grade is computed as follows: overall performance in class and lab sessions: 50 %; written quizzes: 30 %; and a final written exam: 20 %.

TEXT: Golosa. Basic Course in Russian. Textbook 1. Workbook I-II. Audio-tape set (Golosa-2).

Michael Denner

Slavic Languages & Literature A02-2-20

INTERMEDIATE RUSSIAN

Time: MTWThF 10:00

Office: 325A Kresge

Phone: 467-2790

Expected enrollment: 20

Tim Langen

Slavic Languages & Literature A02-2-21

INTERMEDIATE RUSSIAN

Time: MTWThF 11:00

Office: 325A Kresge

Phone: 467-2790

Expected enrollment: 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: O. Kagan, F. Miller, V Puti. Russian Grammar in Context. (Textbook and Workbook).

Irwin Weil

Slavic Languages & Literature A05-6

FRESHMAN SEMINAR: TOLSTOY AND THE BIBLE

Time: MWF 10:00 - 11:00

Office: 147B Kresge

Phone: 491-8254

Expected enrollment: 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: Five 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 Languages & Literature AO6-2

ELEMENTARY CZECH

Time: MWF 10:00 - 11:00

Office: 325B Kresge

Phone: 491-8248

Expected enrollment: 15

COURSE DESCRIPTION: Elementary Czech is the first part of a two-year sequence that enables the students to acquire proficiency in Czech (speaking, reading, and writing).

TEACHING METHOD: In Elementary Czech the stress is on learning the language through constant use, not through memorization of abstract rules and word lists. During the Fall quarter students acquire the basics of grammar and vocabulary. During the Winter and Spring quarters, students continue to study grammar and spend more and more time on reading and discussing various texts on modern life in the Czech Republic. More advanced grammatical principles and new vocabulary are introduced through conversational sessions. The goal of the whole A06 course is to get the students to the point where they are ready to start reading unsimplified works by the masters of Czech literature and to work with fairly advanced conversation materials by the beginning of the second-year course.

TEXTBOOKS:

Cechova, Do you want to learn Czech?.

Parolkova, Czech for foreigners.

Additional materials from teacher's archives

Irina Dolgova

Slavic Languages & Literature B03-2

INTERMEDIATE COMPOSITION AND CONVERSATION

Time: MWF 1:00 - 2:00

Office: 125B Kresge

Phone: 491-8082

Expected enrollment: 15

COURSE DESCRIPTION: This is a third course of a four-year sequence of Russian. It will include a review of grammar in a functional aspect, according practical intentions. While focusing on grammar, it promotes the development of all language skills in a variety of ways. During the winter quarter students spend more and more time on reading and discussing various texts on modern life in Russia. The analysis of the texts will include both linguistic and cultural aspects. In order to develop listening comprehension this course combines reading materials with video-materials.

TEACHING METHOD: Three classes per week in Russian: grammar, reading/conversation, video/conversation. Assignments directed toward listening skills, oral production, writing skills or reading comprehension - or any combination thereof. Three short compositions as home assignments, presentation, four tests and regular vocabulary quizzes.

EVALUATION: Class participation 20%, homework 25%, final exam 25%, quizzes 15%, video 15%.

READING LIST:

1. Dolgova, Workbook for Russian (B03). Russian Grammar.

2. V. Kunin. Rebro Adama.

3. Movie Rebro Adama.

Several texts will be provided by the instructor.

G. Saul Morson

Slavic Languages & Literature B10-2

INTRODUCTION TO RUSSIAN LITERATURE: "THE BROTHERS KARAMAZOV" AND "ANNA KARENINA"

Time: TTh 2:30 - 4:00

Office: 150B Kresge

Phone: 491-3651

Expected Enrollment: 150

COURSE DESCRIPTION: This course introduces two 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 METHODOLOGY: Lectures and discussions.

METHOD OF EVALUATION: Paper and examination. P/N allowed.

Carol J. Avins

Slavic Languages & Literature B11-1

20TH-CENTURY RUSSIAN LITERATURE

Time: MWF 2:00 - 3:00

Office: 124 C Kresge

Phone: 1-8252

Expected Enrol.: 50

COURSE DESCRIPTION: The stormy history of Russia in the first four decades of the century forms the background of this course. Many of the readings (primarily short stories and novels, with some poetry and non-fiction) offer perspectives on revolution, civil war, the socialist experiment, and Stalinist repression. Topics to be explored include: utopian ideals and human realities; individualism and community; intellectual and emotional responses to massive societal change; the role of the writer.

PREREQUISITES: No prerequisites. P/N permitted.

TEACHING METHOD: Lecture and discussion. Students receive a list of discussion questions relating to each reading assignment and are expected to formulate their own questions and approaches before coming to class.

METHOD OF EVALUATION: One five-page paper due around mid-term; final exam (short essay questions); quality of class participation..

PARTIAL LIST OF READINGS:

Selected essays, poems, and short stories, 1905 - 1925

(Blok, Zamiatin, Trotsky, Mandelstam, Pasternak, and others)

Isaac Babel, Red Cavalry.

Yuri Olesha, Envy.

Andrei Platonov, The Foundation Pit.

Lydia Chukovskaya, Sofia Petrovna.

Mikhail Bulgakov, The Master and Margarita.

Irina Dolgova

Slavic Languages & Literature C03-2

ADVANCED RUSSIAN COMPOSITION AND CONVERSATION

Time: MWF 12:00 - 1:00

Office: 125B Kresge

Phone: 491-8082

Expected enrollment: 15

COURSE DESCRIPTION: This is the last course of a four-year sequence of Russian. It will include the comprehensive review of Russian grammar as well as studying some aspects of lexicology and style. The reading material will consist of the texts of the Russian writers of the 20th Century. The analysis of the texts will include both the linguistic and cultural aspects. The reading materials will be combined with video materials.

TEACHING METHOD: Three classes per week in Russian; two compositions per quarter; three grammar tests per quarter; presentation.

EVALUATION: Class participation 30%; composition 30%; home work 20%; tests 20%.

READING LIST:

Lekic, Efremova, Rassudova. Russian. Stage 3.

Rosengrant, Lifschitz. Focus on Russian.

I. Dolgova

Slavic Languages & Literature C04-2

ADVANCED RUSSIAN: NEW AND OLD VALUES

Time: Monday 2:00-4:00 (KRG 53), Wednesday: 2:00-3:30.

Office: 125B Kresge

Phone: 491-8082

Expected enrollment: 15

COURSE DESCRIPTION: This is a fifth course of a five-year sequence of Russian, designed for undergraduates who have completed four years of Russian study (including Study abroad in Russia or the equivalent) and who wish to broaden their linguistic competence and oral and written performance. In order to develop listening comprehension this course combines reading materials with video- materials. The class meets twice a week (Monday: video fragments and discussion based on reading assignment. Wednesday: grammar, written and oral translation). This course requires regular home assignments (readings, translations, grammar exercises, essays)and one class presentation during "mini- conference" at the end of a quarter.

PREREQUISITES: 4 years of Russian or equivalent.

TEACHING MATERIALS:

1. Series of documentary films "Unrehearsed Interviews from Russia" (3), accompanied by printed materials: Related publications, transcripts, vocabulary lists. The films are in Russian without subtitles or translation. (Produced by Consortium for Language Teaching and Learning & Cornell University).
2. I.S. Ivanova, L.A. Karamysheva, M.S. Miroshnikova. Syntax Handbook of Russian Language: Communicative Approach. S.-Petersburg State University, 1995.
3. Related articles from Russian newspapers "Segodn'a", "Moskovskie Novosti", "Argumenty i Fakty", "Literaturnaia Gazeta" and American magazines "Time", "New Yorker" and newspaper "New York Times" (for translation)

Winter Quarter Topic: Men and women: how they see each other. Readings and discussions about Russian stereotypes on women's and men's roles in society.

Movie: In Love with a Russian Stranger, filmed in 1993-94 in a small village and in Moscow.

Grammar: Constructions for expressing time, goals and purposes. Elements of theory of translation (contrastive grammar), focusing on written translation.

Irwin Weil

Slavic Languages & Literature C11-0

DOSTOEVSKY

Time: MWF 1:00 - 2:00

Office: 147 B

Phone: 491-8254

Expected enrollment: 125

COURSE DESCRIPTION: The primary goal of the course is to cause as many students as possible to open their hearts and their souls to one of the greatest writers Russia or Europe has ever produced, a writer whose work has influenced our development more profoundly than almost any other writer in history, with the possible exception of Shakespeare, the Greek Tragedians, and the Biblical authors. Secondary goals include the development of some knowledge about Russian literary tradition, general problems of literary criticism, and how to have fun with serious thought about fundamental human problems.

TEACHING METHOD: Lectures exposing my reactions to Dostoevsky, stimulating, I hope, questions and discussion which will lead the students to formulate and sharpen their own reactions to Dostoevsky.

MEANS OF EVALUATION: Exams and/or papers on essay topics relevant to works by Dostoevsky. The students are expected to develop and expose their own ideas and reactions. No prerequisites for the course, the more students from more varied backgrounds, the better.

READING LIST: Poor Folk plus one other short novel; Notes From the Underground, Crime and Punishment, The Brothers Karamazov, plus one other long novel (optional).

Marvin Kantor

Slavic Languages & Literature C40-0

HISTORY OF THE RUSSIAN LANGUAGE

Time: TTH 10:30-12:00

Phone: 491-8251

Office: 148B Kresge

Expected enrollment: 10

COURSE DESCRIPTION: A one quarter course which covers the genetic relationship among languages of the Slavic family; comparative method, internal reconstruction, regularity of change; the structure of Proto-European phonology; systematic synthesis of contemporary standard Russian from common Slavic; law of the open syllable, velar palatalizations, loss of the "jers", etc.; a description of Old Russian grammar with readings and analysis of Old Russian texts.

PREREQUISITES: A knowledge of Russian helps but it is not required for someone with a background in linguistics.

TEACHING METHOD: Lecture

METHODS OF EVALUATION: Two exams, one midterm, and one final.

TEXTS:

- * Bidwell, Charles, Slavic Historical Phonology in Tabular Form, The Hague, 1963.
 - * Kantor, Marvin and Smith, Raoul N., "A Sketch of the Major Developments in Russian Historical Phonology", Folia Linguistica, 7, 3/4 (1975), p. 389-400.
 - * Kuznecov, P., Istoricheskaja grammatika russkogo jazyka, Moscow, 1953.
 - * Matthews, W.K., Russian Historical Grammar, London, 1960.
 - * Meshcherskij, N.A., Istorija russkogo literaturnogo jazyka, Leningrad, 1981.
 - * Shevelev, George, A Prehistory of Slavic, New York, 1965.
 - * Other readings to be placed on reserve.
-

Carol J. Avins

Slavic Languages & Literature C59-2

RUSSIAN PROSE: MIKHAIL BULGAKOV

Time: T Th 10:30 - 12:00

Office: 124C Kresge

Phone: 491-8252

Expected enrollment: 10

COURSE DESCRIPTION: This course offers the opportunity to study in depth the fiction of Mikhail Bulgakov (1891-1940), one of the greatest twentieth-century Russian writers. The focus is on Bulgakov's novel *The Master and Margarita*, a brilliant, tragicomic exploration of (among other things) hypocrisy, faith, and the exercise of political power. We will also read some of Bulgakov's correspondence and other material relevant to his life and oeuvre. All texts will be read in the original Russian.

PREREQUISITE: Two years of Russian or the equivalent.

TEACHING METHOD: Discussion.

METHOD OF EVALUATION: Class participation; written assignments; midterm and final exam.

Ilya Kutik

Slavic Languages & Literature C67-1

RUSSIAN FILM

Time: MW 2:00 - 4:00

Office: 125C Kresge

Phone: 491-8248

Expected enrollment: 80

COURSE DESCRIPTION: The winter part of this course offers an introduction to the development of Russian film from the silent era to the World War II. The chosen movies are masterpieces of Russian and Soviet film art: *Aelita: Queen of Mars* by Yakov Protazanov, *The Battleship Potemkin* and two parts of *Ivan the Terrible* by Sergei Eisenstein, *The Man with a Movie Camera* by Dziga Vertov, *Chapayev* by Sergei and Georgi Vasiliev, as well as *The Slave of Love* by Oscar-winner Nikita Mikhalkov, about Russian "silent" star Vera Kholodnaia. Also, the course offers an introduction to the Socialist Realism in Russian film, represented by Yuri Raizman's *The Fall of Berlin* and other films. No knowledge of Russian required.

TEACHING METHOD AND EVALUATION:

- 1) There will be an in-class midterm exam after 5 weeks of the course. This exam will consist of scenes selected from films students have seen in class. Students will be asked to identify the film from which the clip is taken, and to say something about the importance of this clip for the film as a whole. The midterm will count for 25% of the grade.
- 2) There will be weekly discussion sections. Participation in these sections is required. They will count for 25% of the grade.
- 3) There will be a term paper. Students will be asked to explore in depth a topic that has been touched on in the course, or to do some research on Russian and Soviet film and film culture. The paper will

count for 50% of the grade.

Irina Dolgova

Slavic Languages & Literature D05-2

RUSSIAN TEACHING METHODOLOGY

Time: MW 12:00 - 1:00

Office: 125C Kresge

Phone: 491-8248

Expected enrollment: 15

COURSE DESCRIPTION: A graduate level seminar that addresses the complexities of teaching Russian language. The group explores teaching methods with an emphasis on communicative approach to language teaching, working with groups and individuals, and demonstrating and presenting ideas. This seminar is geared toward the student interested in teaching assistantships as well as professional education.

G. Saul Morson

Slavic Languages & Literature D36-1

STUDIES IN THE 19TH CENTURY RUSSIAN LITERATURE: TOLSTOY'S "ANNA KARENINA"

Time: W 3:00 - 6:00

Office: 150B Kresge

Phone: 491-3651

Expected Enrollment: 15

COURSE DESCRIPTION: An intensive reading of Tolstoy's Anna Karenina, with special emphasis on problems of philosophy and literary theory. Open to people who do not know Russian, who speak with the instructor.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: November 13, 1995

Sociology

Timothy Koponen

Sociology A10

INTRODUCTION TO SOCIOLOGY

Time: MTW 3:00-4:00

Office Address: 1808 Chicago Avenue, Rm. 202

Office Phone: 491-5688

Expected Enrollment: 450

COURSE DESCRIPTION: The course will discuss essential characteristics of group life, interrelations of society, culture and personality, and basic institutions and processes.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion sections.

METHOD OF EVALUATION: Based on two multiple choice tests and two short papers (3-5 pages each).

READINGS:

The Sociological Imagination by C. W. Mills

Introduction to Sociology by Anthony Giddens

Presentation of Self in Everyday Life by Erving Goffman

Marika Lindholm

Sociology B01-0

SOCIAL INEQUALITY

Time: TTH 10:30-12:00

Office Address: 507 Andersen

Office Phone: 467-1780

Expected Enrollment: 120

COURSE DESCRIPTION: Origins and functions of stratification. Class, prestige and esteem. Interaction of racial and cultural groups in various settings. Black-white relationships in the United States.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion sections.

METHOD OF EVALUATION: One mid-term and final exam and a paper.

READINGS: TBA

Brett Stockdill

Sociology B02

SOCIAL PROBLEMS: NORMS & DEVIANCE

Time: TTH 2:30-4:00

Office Address: 1808 Chicago Avenue, Rm. 204

Office Phone: 491-3409

Expected Enrollment: 120

COURSE DESCRIPTION: This class will examine various social problems. We will look at social, political and economic causes of these problems as well as how they impact on both micro and macro levels of society.

PREREQUISITES: None. No P/N.

TEACHING METHODOLOGY: Lectures and discussion

METHOD OF EVALUATION: 2 papers, 2 exams and section participation.

READINGS:

Pipe Dream Blues by Clarence Lusane

Rachel and Her Children by Jonathon Kozol

Against the Odds by Arno & Feider

Jorge Rodriquez

Sociology B03

REVOLUTION & SOCIAL CHANGE

Time: TTH 9:00-10:30

Office Address: 1808 Chicago Avenue, Rm.202

Office Phone: 491-5688

Expected Enrollment: 120

COURSE DESCRIPTION: Causes and outcomes of large-scale social change. Role of violence and revolution in the development of the modern world.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion sections.

METHOD OF EVALUATION: Two exams and one final

READINGS: TBA

Christopher Wellin

Sociology B04

SOCIAL INTERACTION: SELF AND SOCIETY

Time: MW 2:00-3:30

Office Address: 1810 Chicago Avenue, Rm.212

Office Phone: 491-3495

Expected Enrollment: 120

COURSE DESCRIPTION: My objectives in this course are, first, to introduce students to the "interactionist" perspective in sociology; and second, to develop and apply the perspective to such important and enduring questions about social life as the following: What is the nature of identity? How does our sense of "self" reflect our changing group contexts? How does social experience shape roles and behaviors we associate with gender? And, how are patterns of class inequality passed on from one generation to the next. After defining a theoretical framework, we will read and discuss "ethnographic" or real world studies of social behavior and culture creation.

PREREQUISITES: None. P/N allowed

TEACHING METHODOLOGY: Lecture, discussion section and video presentation

METHOD OF EVALUATION: One objective, multiple-choice in-class exam; one final, take-home essay-based either on readings or on a "field project"; three short, take-home (discussion based) essays (2-3 pages); and participation in weekly discussion sections.

READINGS:

Asylums by Erving Goffman (1961) Anchor Books.

Ain't No Makin' It by Jay Mcleod (1987/1995) Westview Press.

With the Boys by Gary Alan Fine (1987) University of Chicago Press.

The Production of Reality by Peter Kollock & Jodi O'Brien (1994) Pine Forge Press.

A Packet of Course Readings.

Bruce Carruthers

Sociology B15

ECONOMY AND SOCIETY

Time: MWF 11:00-12:00

Office Address: 1808 Chicago Avenue, Rm.203

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 discussion

METHOD OF EVALUATION: Three take-home assignments, final assignment and participation in discussion sections.

READINGS:

Charismatic Capitalism by Nicole Biggart

Fast Food and Fast Talk by Robin Leidner

Women and Men by Barbara Reskin and Irene Padaric

Other selected articles.

Nicola Beisel

Sociology B16

SOCIOLOGY OF SEX ROLES

Time: TTH 10:30-12:00

Office Address: 1810 Chicago Avenue, 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: No prerequisites. 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: TBA

Albert Hunter

Sociology C01

THE CITY

Time: TTH 10:30-12:00

Office Address: 1812 Chicago Avenue, Rm.201

Office Phone: 491-3804

Expected Enrollment: 50

COURSE DESCRIPTION: The course will first trace the rise of cities historically. Next 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. The course then looks at urban life focusing on issues of social relations in the city, the search for community, alienation, anomie, fear and crime. The course finally concludes with a discussion of politics, planning and public policy.

PREREQUISITES: Sociology A10 or B07, or permission of the 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 and selected readings to be announced

James Witte

Sociology C03

ANALYSIS AND INTERPRETATION OF SOCIAL DATA

Time: MWF 11:00-12:00

Office address: 1810 Chicago Avenue, Rm. 205

Office phone: 491-5176

Expected Enrollment: 50

COURSE DESCRIPTION: This course is intended to be a second course in social science research with an emphasis on quantitative analysis. Topics covered include: data description, an introduction

to statistical inference and hypothesis testing, and linear regression. Students will be assigned weekly problem sets designed to give students a working familiarity with SPSS, a statistical package widely used in business and the social sciences. Overall goal of the course is to make students better consumers of quantitative social science results by giving them a better understanding of how "the numbers" are produced.

PREREQUISITES: Sociology A10: Introduction to Sociology (or equivalent), and Sociology B26. P/N allowed.

TEACHING METHODOLOGY: Lectures with discussion. Software demonstrations and presentation.

METHODS OF EVALUATION: Weekly problem sets, mid-term and final.

READINGS:

Knoke, David and George W. Bohrnstedt. 1991. Basic Social Statistics. F.E. Peacock.

Recommended software: SPSS 6.1 For Windows.

Other articles on reserve, or as a course packet, may be assigned.

Orville Lee

Sociology C06

SOCIOLOGICAL THEORY

Time: TTH 10:30-12:00

Office Address: 1810 Chicago Avenue, Rm. 314

Office Phone: 467-4139

Expected Enrollment: 50

COURSE DESCRIPTION: This course is an introduction to the central ideas and key works of Karl Marx, Emile Durkheim, and Max Weber, whose concepts and questions continue to animate theoretical and empirical research in sociology. We will focus on the works in which these thinkers grapple with problems posed by the triumph of industrial capitalism, the centralized nation-state, and the modern division of social labor: class conflict, alienation, and other signs of discontent with modernity. We will consider the arguments of Marx, Durkheim, and Weber as an ongoing dialogue concerning the nature of modern society in their historical context; i.e., against the background of intellectual innovations wrought by the Enlightenment, and the political and social transformations wrought during the age of industrial and democratic revolutions.

PREREQUISITES: Prerequisite: Sociology B26. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussions.

METHOD OF EVALUATION: Based on several written exams.

READINGS: TBA

David Pellow

Sociology C12

SOCIAL BASIS FOR ENVIRONMENTAL CHANGE

Time: MWF 2:00-3:00

Office Address: 1808 Chicago Avenue, Rm.204

Office Phone: 491-3409

Expected Enrollment: 40

COURSE DESCRIPTION: A systematic perspective on how claims about the social importance of contemporary and historical environmental problems are raised and contested. The course traces the rise of environmental problems generated by the modern "treadmill of production" in the context of societal groups and their competing interests. Drawing on narratives from the environmental movement in industry and third world societies, I cover these processes from the standpoint of individual actors, social movements, governmental agencies and transnational corporations.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Lectures, discussions, films and presentations.

METHOD OF EVALUATION: Written assignments--essays, a midterm and final exam.

READINGS: TBA

Bernard Beck

Sociology C14

SOCIOLOGY OF RELIGION AND IDEOLOGY

Time: MWF 10:00-11:00

Office Address: 1810 Chicago Avenue, 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: One A or B level sociology course. P/N allowed.

TEACHING METHODOLOGY: The 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:

Sacred and Profane by Mircea Eliade

Social Construction of Reality by Peter Berger and Thomas Luckman

The Structure of Scientific Revolution by Thomas Kuhn

David Boden

Sociology C18

SOCIOLOGY OF LAW

Time: TTH 1:00-2:30

Office Address: 1808 Chicago Avenue, Rm.102

Office Phone: 491-2697

Expected Enrollment: 50

COURSE DESCRIPTION: Organization of the legal order-institutions of adjudication and dispute settlements and of law enforcement. Courts, administrative agencies, police and legal professions. Patterning and control of discretion. Dynamics of legal participation.

PREREQUISITES: Sociology A10 or B06. P/N allowed.

TEACHING METHODOLOGY: Seminar, class discussions and presentation.

METHOD OF EVALUATION: Final grade based on 2 papers, class presentation and participation

READINGS: TBA

Allan Schnaiberg

Sociology C25

SOCIAL STRATIFICATION

Time: TTH 10:30-12:00

Office: 1808 Chicago, Rm. 103

Office Phone: 491-3202

Expected enrollment: 50

COURSE DESCRIPTION: This course will focus on the changes in the U.S. stratification system, under conditions of increased transnationalization of capital. My emphasis will be on class and race tensions introduced by the movements of jobs from the U.S. overseas, including recent shifts induced by the North American Free Trade Agreement and the General Agreement on Tariffs and Trade. In addition to standard sociological dimensions of inequalities in economic life chances, I will also extend inequality perspectives to include an overview of control over natural resource conditions, including issues of "environmental justice". While a brief account of conventional models of social inequality will be treated, a major thrust on the course will be on challenges posed by the relative economic decline of the U.S. labor force.

PREREQUISITES: None. P/N not permitted.

TEACHING METHODOLOGY: Lectures and group discussion.

METHOD OF EVALUATION: A mid-term and a final take-home assignment.

READINGS: Drawn from among the following--

Global Dreams: Imperial Corporations & the New World Order by Barnett & Cavanagh

America: What Went Wrong? by Barlett & Steele

Families on the Fault Line: America's Working Class Speaks about the Family, the Economy, Race, and Ethnicity by Lillian Rubin

Falling from Grace: The Experience of Downward Mobility in the American Middle Class by Newman

Shifts in the Social Contract: Understanding Change in American Society by Beth Rubin

The Structure of Social Stratification in the United States by Beeghley, 2nd edition by

The American Class Structure: A New Synthesis by Gilbert & Kahl, 4th edition

Bruce Carruthers

Sociology C31

MARKETS, HIERARCHIES & DEMOCRACIES

Time: MW 2:00-3:30

Office Address: 1808 Chicago Avenue, Rm.203

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

METHOD OF EVALUATION: Evaluation will be based primarily on a series of short papers.

READINGS:

Democracy and the Market by Adam Przeworski
Structure and Change in Economic History by Douglas North
General Economic History by Max Weber
The Visible Hand by Alfred Chandler
And a packet of reading

James Witte

Sociology C32

WORK AND OCCUPATIONS IN MODERN INDUSTRIALIZED SOCIETIES

Time: MWF 10:00-11:00

Office address: 1812 Chicago Avenue, Rm. 205

Office phone: 491-5176

Expected Enrollment: 50

COURSE DESCRIPTION: This course is designed to meet three main objectives: (1) To understand the activity of work and its meaning in the context of social structures. (2) To gain an understanding of the changing organizational, industrial and occupational elements of the modern workplace. (3) To see one's one occupational future in the context of the existing and changing social relations of production.

METHODS OF EVALUATION: There will be three written assignments and a final exam. The written assignments are short essays (approximately 5 pages), that will require each student to discuss a central theme developed in the course (e.g., de-skilling, professionalization, technological change) and consider the implications for his or her own occupational future. In addition there will be five quizzes scattered throughout the quarter. On each quiz you will be required to answer one question regarding a main point in the day's reading. Finally, class participation will also be a small but meaningful part of the grade.

PREREQUISITES: Sociology A10, Introduction to Sociology (or equivalent) and Sociology B26, or consent of the instructor. P/N not allowed.

TEACHING METHODOLOGY: Lectures with discussion.

READINGS:

Harper, Douglas A. 1990. Working Knowledge : Skill and Community in a Small Shop. Berkeley: University of California Press.

Hodson, Randy and Teresa A. Sullivan. 1995. The Social Organization of Work. (2nd ed.) Belmont, CA: Wadsworth.

Ira Silver

Sociology C45

CLASS AND CULTURE

Time: TTH 9:00-10:30

Office Address: 1808 Chicago Avenue, Rm. 208

Office Phone: 491-3718

Expected Enrollment: 50

COURSE DESCRIPTION: This course will explore inequality by analyzing the formation and social reproduction of groups with different levels of power and prestige. We will examine the various ways that cultural patterns shape and are shaped by one's material position in society. In the first third of the course, we will consider the meaning of class in our contemporary society, and then examine how theorists, both classical and contemporary, have understood class, class consciousness, class formation, and class reproduction. In the remainder of the course, we will empirically analyze class formation and reproduction among the upper and working classes. First, we will spend four weeks examining how the elite use culture to distinguish themselves from other classes. In the final two weeks of the course, we will look at why kids who grow up working class tend to remain working class.

PREREQUISITES: A10 Introductory Sociology plus one B-level sociology class. P/N allowed.

TEACHING METHODOLOGY: Three papers plus class participation

METHOD OF EVALUATION: Lectures, with some discussion

READINGS:

Jay McLeod, Ain't No Makin' It: Leveled Aspirations in a Low-Income Neighborhood. Boulder, CO: Westview Press, 1987.

Susan A. Ostrander. Women of the Upper Class. Philadelphia: Temple University Press, 1984.

Paul Willis, Learning to Labor: How Working Class Kids Get Working Class Jobs. New York: Columbia University Press, 1977.

Coursepack of xeroxed readings.

Lester Kurtz

Sociology C76

SPECIAL TOPICS: PEACE AND CONFLICT

Time: TTH 10:30-12:00

Office Address: 1808 Chicago Avenue, Rm.104

Office Phone: 491-3358

Expected Enrollment: 15

COURSE DESCRIPTION: Peace and Conflict provides an introduction to an emerging new field. It will emphasize the sociology of peace and conflict, but will draw upon a variety of disciplines, especially in the social sciences, to examine these crucial issues from a scholarly point of view. The course will offer a variety of perspectives; it will be critical, but not partisan, and will encourage debate about the problems it raises. The central arguments of the courses are 1) we will always have conflict (from interpersonal to global), so efforts to eliminate it are fruitless; 2) we have a choice of means of conducting conflict that lies along a continuum from violent to nonviolent; 3) our choices are structured, especially for collective conflicts, with a bias towards violent conflict; and 4) our propensity to use violence has increasingly deadly consequences and nonviolent strategies of conflict are emerging as an alternative means of struggle in the twentieth century.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Discussion, lecture and class participation.

METHOD OF EVALUATION: Three exams or term papers (25% each); and a journal (25%)

READINGS:

Rethinking Peace by Elias and Turpin

World Military & Social Expenditures by Ruth Leger Swand

and a coursepacket including readings from: M.K. Gandhi, Thoreau, Tolstoy, Gene Sharp, Robert Jay Lifton, M. L. King, Chaiwat Satha-Arand, Vaclav Havel, and others

Albert Hunter

Sociology C80-7

JUNIOR TUTORIAL: GANGS AND NEIGHBORS

Time: TH 2:00-4:00

Office Address: 1812 Chicago Avenue, Rm.201

Office Phone: 491-3804

Expected Enrollment: 8

COURSE DESCRIPTION: This course will cover the history and recent rise of urban street gangs. It will focus on the ways in which gangs fit into the nature natural fabric of contemporary urban life and the strategies and tactics of response by both local neighborhoods and formal authorities of social control such as the schools and the police. It will look at the micro-processes of gang interaction, recruitment and violence, and the macro-processes of job relocation, unemployment and residential

segregation by race and class.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Discussion

METHOD OF EVALUATION: Students will give oral and written reports (3-4 pages) on primary reading and produce a final term paper (10 pages). Grades will be based upon a minimum of two reports, a final term paper and class participation in discussion.

READINGS:

The Gang by F. Thrasher

Delinquent Behavior by Cloward and Ohlin

The Gang as an American Enterprise by F. Padilla

A Nation of Lords by D. Dawley

Warriors of the Streets by L. Kaiser

People and Folks by J. Hagedorn

Wannabes by D. Mouti

Nicola Beisel

Sociology C80-7

JUNIOR TUTORIAL: MASCULINITY AND THE POLITICS OF ABORTION

Time: W 2:00-4:00

Office Address: 1810 Chicago Avenue, Rm.311

Office Phone: 467-1250

Expected Enrollment: 8

COURSE DESCRIPTION: Social scientists have written a great deal about the contemporary abortion controversy, and in particular about the contestation of the meanings of motherhood and womanhood that occur in debates about abortion. Little, however, has been written about how masculinity is constructed in abortion rhetoric, or how men's abortion attitudes are influenced by their positions in the family and labor force. In this seminar, we will address this gap by doing research on men's abortion attitudes. Members of the class will be responsible for conducting, transcribing, and analyzing a series of interviews, and for writing a major research paper (15-20 pages) that analyzes some aspect of the pooled interviews. We will read and critique extant writings on abortion and the construction of motherhood, and on the social construction of masculinity and fatherhood.

PREREQUISITES: Sociology B16. P/N not allowed.

TEACHING METHODOLOGY: Discussion

METHOD OF EVALUATION: The final grade will be based on the research paper (50%), interviews and assignments (30%), and class participation (20%).

READINGS:

Men's Lives by Gerson
Abortion and the Politics of Motherhood by Luker
and a coursepacket

Isidro Lucas

Sociology C94

SENIOR LINKAGE SEMINAR: CIVIL RIGHTS AND SOCIAL POLICY

Time: T 7:00-9:30 p.m.

Office Address: Classroom

Office Phone: (312) 995-3696

e-mail: balucas@uxa.ech.bgu.edu

Expected Enrollment: 15

COURSE DESCRIPTION: As social activists and involved citizens propose to the country new and 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. P/N not allowed.

TEACHING METHODOLOGY: Seminar discussion.

METHOD OF EVALUATION: Written work and class participation.

READINGS: TBA

Allan Schnaiberg & Michael Huff

Sociology C98-2

SENIOR RESEARCH SEMINAR

Time: TTH 3:00-5:00

Office Address: 1808 Chicago Ave., Room 103

Office Phone: 491-3202
Expected enrollment: 50

COURSE DESCRIPTION: Continuation of C98-1. This seminar is intended to give the students some first-hand experience in doing sociological research. Students will choose topics of their own, and carry out their projects under the supervision of the instructors, during the Fall and Winter quarters. During the Winter quarter, participants will continue their data collection and analysis, and prepare successive drafts of their final thesis document.

TEACHING METHODOLOGY: Small group meetings, and individual meetings between instructors and students.

METHODS OF EVALUATION: A series of related research papers.

READINGS : Thinking Methodologically by Sheldon Goldenberg. New York: Harper Collins, 1992.

Charles Ragin

Sociology D01-2

ANALYSIS OF SOCIAL DATA

Time: MW 2:00-3:30/ TH 9:00-10:00

Office Address: 1808 Chicago Avenue, Rm.201

Office Phone: 491-7488

Expected Enrollment: 15

COURSE DESCRIPTION: Topics covered in D01-2 include basic concepts of the linear model, analysis of variance, analysis of covariance, multiple and partial correlation, multiple regression analysis, causal models, log-linear analysis, and logistic regression. Toward the end of the quarter, we address some of the problems that interfere with the use of these techniques: heteroscedasticity, multicollinearity, specification error, correlated error, and other violations of assumptions. Treatment of these problems will include discussion of alternatives to ordinary least squares estimation techniques such as weighted least squares and generalized least squares.

PREREQUISITES: None. P/N not allowed.

TEACHING METHODOLOGY: Lecture and lab

METHOD OF EVALUATION: Course grade is based on three in-class exams and weekly lab assignments using SPSS for Windows.

READINGS: TBA

Arthur Stinchcombe

Sociology D06-2

MODERN THEORY IN SOCIOLOGICAL ANALYSIS

Time: TH 2:00-5:00

Office Address: 1812 Chicago Avenue, Rm.203

Office Phone: 491-5536

Expected Enrollment: 15

COURSE DESCRIPTION: Modern here means those things that were contemporary when the senior faculty were in graduate school: Levi-Strauss, Geertz, Goffman, Becker, Selznick, Parsons, Merton, Lipset, Converse, Heise, Kenneth Burke and James March are examples of important thinkers of that generation.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

METHOD OF EVALUATION: Term paper or short papers.

READINGS: Lots. See Course Description.

Christopher Jencks

Sociology D40

STRATIFICATION, RACE & GENDER: LABOR MARKET INEQUALITY

Time: T 3:30-6:30

Office Address: 2046 Sheridan Road

Office Phone: 491-8724

Expected Enrollment: 15

COURSE DESCRIPTION: This course will examine the effects of family background, race, education, gender and academic skills on labor market inequality. This course will examine status attainment models, models of the labor market, human capital theory, and theories of discrimination.

PREREQUISITES: None. P/N allowed.

TEACHING METHODOLOGY: Discussion

METHOD OF EVALUATION: Class reports and a paper

READINGS:

Who Gets Ahead and Rethinking Social Policy by Christopher Jencks
The Bell Curve by Herrnstein R. And Murray C.
Human Capital by Becker Gary
and lots of other reading material.

Orville Lee

Sociology E76

**TOPICS IN SOCIOLOGICAL ANALYSIS: CULTURAL STUDIES AND SOCIOLOGY:
THEORETICAL AND EMPIRICAL INTERVENTIONS**

Time: W 2:00-4:30

Office Address: 1810 Chicago Avenue, Rm. 314

Office Phone: 467-4139

Expected Enrollment: 15

COURSE DESCRIPTION: This seminar is designed in part as a continuation of the set of discussions and debates initiated during the fall quarter in the course "Culture and Theory." The focus of the earlier course was on the epistemological and methodological problems involved in the study of culture; in particular, the status of meaning, agency, structure, and power in cultural analysis; and the normative foundations of (cultural) criticism. During this quarter, we will look at empirical and theoretical research on "culture" under the category of "cultural studies" (broadly defined) in order to see these problems of theory, method and criticism unfolding across a wide range of intellectual projects. While the course's orientation and readings are intentionally interdisciplinary, we will also be concerned to identify what "cultural studies" might contribute to the sociological analysis of culture and vice versa.

PREREQUISITES: None. P/N allowed

TEACHING METHODOLOGY: Discussions/Lectures

METHOD OF EVALUATION: Research Paper

READINGS: (from the following): Lynn Hunt, Michel Foucault, Eric Lott, Paul Gilroy, Jurgen Habermas, Pierre Bourdieu, Max Horkheimer, Theodor Adorno, Greil Marcus, Peter Burger, Walter Benjamin et al.

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Last Updated: November 7, 1995

Statistics

Shelby Haberman

Statistics, B02-0

INTRODUCTION TO STATISTICS

Time: 10:30-12 TTh Discussion: 3 or 4 W

Office Address: 2006 Sheridan Road

Phone: 491-5081

E-mail: shelby@fisher.stats.northwestern.edu

Expected Enrollment: 80

COURSE DESCRIPTION: This course is an introduction to statistics. It does not require calculus and makes minimal use of mathematics. Some computation to solve real data problems will be involved, but the emphasis of the course is on understanding the concepts presented.

Topics to be discussed are summarization of data, correlation, regression, design of experiments, survey sampling, probability and chance, estimation, confidence intervals and tests of significance.

PREREQUISITES: High school algebra.

TEACHING METHOD: Two lectures per week.

EVALUATION: Two quizzes, midterm, final and weekly homework.

TEXT: Moore, D.S., The Basic Practice of Statistics, W. H. Freeman and Company, 1995.

John Kolassa

Statistics, B02-0

INTRODUCTION TO STATISTICS

Time: 9:00-10:30 TTh Dis 9 or 10 W

Office Address: 2006 Sheridan Road

Phone: 467-1087

Expected Enrollment: 80

e-mail address: kolassa@genesee.bst.rochester.edu

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 summarization of data, correlation, regression, design of experiments, survey sampling, probability and chance, estimation, confidence intervals and tests of significance.

PREREQUISITES: High school algebra.

TEACHING METHOD: Two lectures per week.

EVALUATION: Will be based on quizzes, one midterm and a final examination.

TEXT: Moore, D.S., The Basic Practice of Statistics, W. H. Freeman and Company, 1995.

Martin Tanner

Statistics, B06-0

ELEMENTARY STATISTICS FOR RESEARCH

Time: 9-10:30 TTh (Mandatory Disc 1-2 W)

Office Address: 2006 Sheridan Road

Phone: 491-3974

E-mail: tanm@niagara.stats.northwestern.edu

Expected Enrollment: 70

COURSE DESCRIPTION: To help you develop a critical attitude toward statistical arguments. This course is for people who want to be able to comprehend and use statistics better in their work. This course stands by itself and also serves as a background for further statistics courses, helping to provide the intuition which can sometimes be lost amid the formulas.

Topics to be discussed include experimentation, descriptive statistics, correlation and regression, probability, sampling, estimation, and testing.

PREREQUISITES: None.

TEACHING METHOD: Two lectures per week. Mandatory discussion section.

EVALUATION: Quizzes, midterm and final.

TEXT: Required: Moore, D. S., The Basic Practice of Statistics, W.H. Freeman and company, 1995. Recommended: Notz, William and Busam, Rebecca, Study Guide for Moore's The Basic Practice of Statistics.

Thomas Severini

Statistics, B10

INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES

Time: 10 MTW Disc 10 Th or F

Office Address: 2006 Sheridan Road

Phone: 491-3974

E-mail: severini@casbah.acns.northwestern.edu

Expected Enrollment: 140

COURSE DESCRIPTION: This is an introductory course in statistics which covers elementary probability theory, descriptive statistics, sampling, point estimation, confidence intervals, and hypothesis testing. These topics are used frequently in many social science, physical science, and engineering disciplines.

PREREQUISITES: No formal prerequisites. However, an understanding of basic math concepts at the pre-calculus level is helpful.

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

EVALUATION: Grades will be determined on the basis of weekly quizzes, a midterm, and a final exam.

TEXT: Wonnacott, T. H. and Wonnacott, R. J., Introductory Statistics for Business and Economics, fourth edition, John Wiley & Sons, 1990.

Martin Tanner

Statistics, C30-2

APPLIED STATISTICS FOR RESEARCH-II

Time: 1-2:30 TTH (Mandatory Disc 4-5 W)

Office Address: 2006 Sheridan Road

Phone: 491-3974

E-mail: tanm@niagara.stats.northwestern.edu

Expected Enrollment: 50

COURSE DESCRIPTION: This course is primarily for graduate students who intend to design studies and analyze data. This course provides a data analytic introduction to regression and analysis of variance.

Topics to be discussed include linear regression, diagnostics, simultaneous inference, matrix

approach, multiple regression, autocorrelation, 1-way ANOVA, sample size and power, 2-way ANOVA, mixed models and ANCOVA. This course will make use of the SPSS statistical package.

PREREQUISITES: Statistics C30-1 or the equivalent.

TEACHING METHOD: Two lectures per week. Mandatory discussion section.

EVALUATION: Weekly homework, midterm and final.

TEXT: Required: Neter, Wasserman and Kutner, Applied Linear Statistical Models, 3rd edition.
Recommended: Norusis, Marija J. SPSS 6.1, Guide to Data Analysis, Prentice Hall.

Optional: SPSS 6.1 for Windows, Student Version, Prentice Hall; SPSS 6.1 for the Macintosh, Student Version.

Shelby J. Haberman

Statistics, C50-0

REGRESSION

Time: 1-2:30 TTH

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%.

TEXT: Draper, N., and Smith, H., Applied Regression Analysis, 2nd ed., John Wiley, 1981.

Ajit Tamhane

Statistics, C52-0

NONPARAMETRIC STATISTICAL METHODS

Time: TTh 10:30-12

Office Address: 2006 Sheridan Road

Phone: 491-3577 or 491-3974

Expected Enrollment: 10

COURSE DESCRIPTION: A survey of nonparametric methods, with emphasis on their theoretical rationale, basic properties, and typical applications. Sign, Mann-Whitney, Wilcoxon signed rank, rank correlation, Kruskal-Wallis, and Friedman tests.

PREREQUISITES: Statistics C20-2 or equivalent.

TEACHING METHOD: Lectures.

EVALUATION: Problem sets, midterm and final examination.

TEXT: Lehmann, E.L., "Nonparametrics: Statistical Methods Based on Ranks", Holden-Day, 1975.

Josee Dupuis

Statistics, D61-0

STATISTICAL GENETICS

Time: 4-5:30 MW

Office Address: 2006 Sheridan Road

Phone: 1) 312-503-0640 or 2) 491-3974

E-mail: jdupuis@northwestern.edu

Expected Enrollment: 10

COURSE DESCRIPTION: In this course we will explore the application of various statistical techniques to problems in genetics. Specific areas of genetics to be considered include linkage analysis, segregation analysis, genetic map construction, and gene sequencing. The various statistical techniques which have been used in work in these areas include, but are not restricted to, variance component analysis, stochastic processes, graph theory, markov chain monte carlo methods, and general likelihood theory. necessary background in genetics will be provided.

PREREQUISITES: First year course in probability and statistics. some knowledge of stochastic processes will be helpful.

TEACHING METHOD: Two lectures per week.

EVALUATION: Homework 50%, final project 50%.

TEXTS: Required: Ott, J., Analysis of Human Genetic Linkage, Revised Edition, Johns Hopkins University Press, 1991. Optional: Waterman, Michael S., Introduction to Computational Biology - Maps, Sequences & Genomes, Chapman & Hall 1995. Optional: Gonick, I. and Wheelis, M., The Cartoon Guide to Genetics, Updated Edition, Harper Perennial, 1983. (copy will be in department).

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Women's Studies

Katrin Schultheiss

Women's Studies B-30

THE ROOTS OF FEMINISM

Time: TTh 9-10.30

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

READINGS:

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.

Mary Wollstonecraft, Vindication of the Rights of Woman.

Virginia Woolf, Three Guineas.

*Course Packet (Kinko's)

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; 491-5872

Email: fpaden@northwestern.edu

Expected Enrollment: 15

COURSE DESCRIPTION: This seminar launches each student on a tailor-made research project that involves writing the life of a woman or group of women. Students explore primary sources (oral histories, letters, diaries, etc.) as well as other archival materials. As they move across boundaries of self, students find themselves engaged with the lives they discover and reinvent. Many students' projects uncover lives that are usually silenced. The course transcends limits of genre and discipline; students who write performance pieces will be given the option of staging their work informally at the end of the quarter.

Writing Women's Lives is open to undergraduate and graduate students. Interested students should pick up an application as soon as possible. Applications are available at the Women's Studies Office, 2000 Sheridan Rd. or at the Writing Program Office, 1902 Sheridan Rd. Students will be selected for the course on a first-come, first-served basis.

PREREQUISITES: Permission of instructor required.

TEACHING METHOD: Discussion, research, presentation.

EVALUATION: Two short essays and a final project.

TENTATIVE READING LIST:

In addition to primary sources, texts will be selected from:

Alpern, et al. *The Challenge of Feminist Biography.*

Carolyn Heilbrun, *Writing a Woman's Life.*

Nawal El Saadawi, *Woman at Point Zero.*

Patricia Bell Scott, ed. *Doublestitch: Black Women Write About Mothers and Daughters.*

Asian Women United of California, *Making Waves.*

Kim Chernin, *In My Mother's House.*

Ida B. Wells: *A Passion for Justice* (film).

Diane Middlebrook, *Anne Sexton.*

Kay Mills, *This Little Light of Mine.*

A packet of readings assembled by the instructor.

Phyllis Lassner

Women's Studies C92-0 Section 20

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.

Martha Gelhorn. THE FACE OF WAR.

Agnes Newton Keith. THREE CAME HOME.

Mary Katsamota. WE THE PEOPLE.

Sharon MacDonald, Pat Holden and Shirley Ardener. IMAGES OF WOMEN IN PEACE AND WAR.

Virginia Woolf. THREE GUINEAS.

Ellen Wright

Women's Studies C92 Section 21

CONTEMPORARY WOMEN WRITERS

Time: MWF 11-12:00

Office Address: 1902 Sheridan

Office Phone: 491-4453, 491-7414

COURSE DESCRIPTION: An examination of the fiction and poetry of Morrison, Lessing, Brooks, Rich, and other leading women writers. We will focus primarily on the assigned works as independent artistic achievements, but we will also relate them to each other and discuss some intriguing questions: Does contemporary writing by women tend to deal with special subjects? Is it "political"? Does it challenge traditional literary theory? Is there a distinctly "female" style? A paper (to be conferred over and reworked until the student is satisfied with it), midterm, and final.

READING LIST:

Tillie Olsen, Tell Me A Riddle
Toni Morrison, Sula
Erica Jong, Fear of Flying
Marsha Norman, 'Night, Mother
Sylvia Plath, Ariel
Anna Quindlen, Living Out Loud
Adrienne Rich, The Dream of a Common Language
Amy Tan, Joy Luck Club
Amber Sumrall, Lovers
Susan Cahill, Women and Fiction (anthology)

Marva Butler-White

Women's Studies C94-0

SENIOR LINKAGE SEMINAR: WOMEN AND SEXUAL VIOLENCE

Time: Wednesday, 2-4:30

Office Address: 2000 Sheridan Rd.

Office Phone: 491-2735

COURSE DESCRIPTION: This course is designed to provide students with basic insight and techniques in understanding and supporting women who are victims of sexual violence. In this course, we will examine the history of sexual violence against women, and its impact on their lives. We will also explore available services and approaches used in supporting victims during the process of recovery.

READINGS: a packet of articles prepared by the instructor

TEACHING METHOD: Two and a half hours of lecture and discussion.

EVALUATION: A seven to 10 page paper. In addition to the paper, students will be required to complete weekly written entries in a journal reflecting their personal reactions and feelings about the readings and class discussions. Instructor will also weigh class participation in assigning grades.

Micaela di Leonardo

Women's Studies D05

ADVANCED FEMINIST THEORY

Time: Wednesdays 6.30-9pm

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

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Integrated Arts Program

Johannes Birringer, William Cass, Antonio Garcia, Dawn Mora, Michael Pisaro, Larry Silver

Integrated Arts Program, A90

ART PROCESS

Integrated Arts Program office: 1979 Sheridan Rd. Room 200

Phone: 491-3171

Expected Enrollment: 65

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 METHODS: 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

Jessica Thebus, Hannah Dresner

Integrated Arts Program C90-1

PERFORMANCE SEMINAR

Integrated Arts Program Office: 1979 Sheridan Road 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 METHODS: 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.

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Business Institutions Program

Kathryn Lavelle

Business Institutions Program C90

POLITICAL ECONOMY OF MULTINATIONAL CORPORATIONS

Time: MW 6:00 - 7:30

Permission Slips will be available November 8 at 10 am in the Program Office, University Hall, 001, 491-2706.

COURSE DESCRIPTION: Since the end of World War II, Multinational Corporations have challenged state sovereignty and transformed the structure of the international economy. How does literature in economics and political science understand the actions of these international actors as instruments of global power? This course seeks to answer this question by examining literature across disciplines concerning the history, politics and economics of Multinational Corporations within home and host states, and within international institutions. It will also consider Multinational Corporations as both a positive and a negative aspect of a state's economic development process.

REQUIREMENTS: Students will be expected to follow class readings and participate in discussions on weekly topics. Grading will be based on a discussion-leading experience(10%), a mid-term exam covering the theoretical literature on the topic(40%) and a final project (50%). For the project, students will be expected to research one multinational corporation(to be approved by instructor) and analyze its actions from the perspective of home country, host country, and any applicable international organizations.

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International Studies

Subir Sinha

International Studies B01-2

INTRODUCTION TO THE WORLD SYSTEM

Time: TTH 1:00-2:30

Office Address: 20 University Hall

Phone: 491-7980

Expected Enrollment: 170

COURSE DESCRIPTION: This is the second part of the 3-part Introduction to World System sequence. In this course, we will examine some processes that have shaped the world as we know it today. They include the rise of capitalism, the emergence of the nation-state as an important actor in domestic and international politics, the ascendancy of certain notions of progress, and the movement of these institutions and processes from Europe to the rest of the world. We will cover the period, roughly, from the Industrial Revolution to the First World War. Apart from the readings, students will be required to watch two movies as part of the course.

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.

READINGS: Arthur Cyr, U.S. Foreign Policy and European Security Axel Krause, Inside the New Europe Benjamin Page and Robert Shapiro, The Rational Public: Fifty years of Trends in Americans' Policy Preferences William Plaff, Barbarian Sentiments: How the American Century Ends

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Performance Studies

Paul Edwards and Mary Zimmerman, Supervisors

General Speech A03

ANALYSIS AND PERFORMANCE OF LITERATURE (4 sections, each taught by a different instructor)

Office Address: 1979 South Campus Dr. Room 200

Phone: 491-3171

Expected Enrollment: 20 per section

COURSE DESCRIPTION: A basic course in critical reading, discussion, performance, and written analysis of poetry, short stories, and nonfiction texts. The course provides training in expository and critical writing as well as solo performance. Non-Speech students are welcome. Open to P/N to all but Performance Studies majors; non-majors welcome.

TEACHING METHODOLOGIES: Each section is limited to 21 students. The course emphasizes the student's involvement in literature through individual performance and through active participation in discussion.

METHOD OF EVALUATION: Minimum requirements for each section: three performances; three papers; some kind of pre-final written testing, such as short quizzes or a midterm examination; a written final examination.

BOOKS: A03 Handbook (coursepak) Hall, To Read Literature (3rd Edition)

Johannes Birringer

Performance Studies B10-3

PERFORMANCE: Processes and Strategies

Office Address: 1979 South Campus Dr., Room 219

Phone: 491-3232

Expected Enrollment: 20

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)

Mark O'Brien/Craig Little, REIMAGINING AMERICA: THE ARTS OF SOCIAL CHANGE (New York, 1990)

Henry Sayre, THE OBJECT OF PERFORMANCE (Chicago, 1989)

Sarah von Fremd

Performance Studies B16

PERFORMANCE AND CULTURE

Office Address: 1979 Sheridan Rd

Expected Enrollment: 30

COURSE DESCRIPTION: Introduction to anthropological studies of performance. We will explore the ways in which social organizations, beliefs, values, and tensions express themselves through performance to sustain, enliven, consolidate, or subvert dominant social and political orders.

Emphasis on both Western and non-Western forms of performance: theater (including popular and guerrilla theater), dance, rituals, masks, carnivals, political rallies and/or spectacles. There are three objectives for the course: (1) to broaden and deepen understanding of performance as an expression of culture, (2) to enhance intercultural awareness and sensitivity by examining beliefs and expressive traditions different from our own as well as re-examining familiar traditions, institutions, or practices in unfamiliar ways; (3) to understand performance as a construction of self and society within different and often shifting political contexts. In addition to reading related texts and writing, students will have opportunities to investigate performance in a variety of settings in Chicago and share their own findings through class presentations or performances.

TEACHING METHOD: A combination of lectures, videos, and discussion.

EVALUATION: A midterm and final examination are required. There will be a range of options for a third requirement, some involving short research and writing projects, some involving either performance or class presentation.

READING LIST: Selected Readings.

Paul Edwards

Performance Studies B24-0

ADAPTING NARRATIVE FOR GROUP PERFORMANCE

Office: Theatre/Interpretation Center, Rm. 216 (second floor)

Phone: 491-3171

Meeting Times: MW 2-4:00

DESCRIPTION: The course introduces students to theories and methods of adapting printed narratives (especially novels and short stories) for 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.

METHOD 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 several scenes. The two written essays relate to problems in transforming the printed text into a performance text. Attendance is mandatory.

READING:

Robert Breen, Chamber Theatre

Ann Charters, ed. Major Writers of Short Fiction

Paul Edwards, B24 Handbook (coursepak)

Terri Kapsalis

Performance Studies C11

PERFORMANCE IN EVERYDAY LIFE: Performance and Social Change

Office Address: Theatre and Interpretation Center #219

Phone: 491-3232/3171

Thursday 2-5:00 pm

COURSE DESCRIPTION: In this seminar, we will focus on both performance as social change and social change as performance. What is social change? How do everyday life practices bring about social change? How is performance and theater used as a tool for social activists? How do performers enlist social change as a goal for or means of theater making? Is social change inherently performative? The broad scope of this seminar allows us to consider a variety of practices: from street theater to buddhist meditation to prison hunger strikes to guerrilla performance to courtroom theatrics. Course requirements include reading, writing, discussing and performing.

Paul Edwards

Performance Studies C18-0

SHAKESPEARE: PERFORMANCE AND CRITICISM

Office Address: Theatre/Interpretation Center, Rm. 216

Phone: 491-3171, 491-3268

Expected Enrollment: 20

Meeting Times: TTh 2-4; Lab MTWTh 2-5 (Students must be available at these times, although they will not meet for every lab)

COURSE DESCRIPTION: The use of performance in the analysis and criticism of selected plays by Shakespeare. Special topic Winter 1996: an in-depth study of Richard II.

METHODS OF EVALUATION: Structured discussion of the play and related critical readings; performance; final paper. All students will participate in a presentational staging of the play, to be rehearsed during the regular class hours. In order to take the class, students must be available to rehearse on some of the evenings of CAS Reading Week, and to participate in a public performance on Saturday, March 9.

TEXTBOOK: Shakespeare's Richard II; selected critical readings.

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.

READINGS: Readings will include a course packet, as well as *The Art of Performance: A Critical Anthology*, (NY: E.P. Dutton, 1984); C. Carr, *On Edge: Performance at the End of the Twentieth Century* (Hanover and London: Wesleyan University Press, 1993) among others.

ctec@northwestern.edu

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Last Updated: November 6, 1995

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 critical 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, critiques also stressed. Therefore, students are afforded several opportunities to deliver speeches to the class and also to act as critics in judging the effectiveness of sample speeches.

PREREQUISITES: No prerequisites. P/N is permitted. Students who do not attend the first two days of class will be dropped from the roster.

TEACHING METHOD: While readings emphasize traditional and contemporary theory and research, this course is primarily a practicum. Students build rhetorical skills by applying principles learned textually to the construction, delivery and critique of their own speeches.

EVALUATION: Oral performances both oral and written rhetorical critiques, and active participation are evaluated by the instructor.

Randall S. Peterson

Communication Studies 610-B50

SMALL GROUP PROCESSES

Office Address: Harris Hall, Room 7

Phone: 491-3580

E-mail: R-Peterson@northwestern.edu

Expected enrollment: 30

COURSE DESCRIPTION: From corporate boardrooms and elite political assemblies to small grassroots movements, families, and gatherings of friends, groups are an everpresent part of our lives. Except for a few hermits, we spend the majority of our lives in groups of one kind or another. Why is this so? What do groups do for us? Would we be better off alone? How can we be sure that the groups we are a part of are the best they can be? This course investigates these issues both by participating in groups in class and by looking at theories and research relating to communication in small groups.

PREREQUISITES: No prerequisites, although A01, Interpersonal Communication, is recommend as a prior course (or Psychology B01, Social Psychology)

TEACHING METHODS: The class is split evenly between a lecture/discussion of issues in small group communication and in classroom activities in small groups.

EVALUATION: Classroom performances will be determined though a midterm, an final examination, and individual paper applying class concepts, a group project, and class attendance/participation.

Randall S. Peterson

Communication Studies 610-D50

SEMINAR IN SMALL GROUP PROCESSES: SMALL GROUP DECISION MAKING

Office Address: Harris Hall, Room 7

Phone: 491-3580

E-mail: R-Peterson@northwestern.edu

Expected enrollment: 10(no limit)

COURSE DESCRIPTION: This course examines a variety of perspectives on small groups and how they make decisions. Are groups best seen as a strategy for managing relationships between people? As information processing systems? Or as mechanism for dividing wealth among people?

Each of these perspectives leads to a different set of questions and conclusions about the effectiveness of groups in society.

TEACHING METHODS: Readings will be assigned and discussed each week. Lecturing will be kept to a minimum.

EVALUATION: Grades for the course will be determined by class participation and a paper due at the end of the term.

Kathleen M. Glavin

Communication Studies 610-B41

THEORIES OF RATIONAL COMMUNICATION

Office Address: A.M. Swift 206

Phone: 491-5992

COURSE DESCRIPTION: This course is designed to make the student aware of major theoretical perspectives on how communication impacts upon, and is influenced by , the relational context in which it occurs. Material will focus on issues such as dialectical tensions, relationship development, management and decline. Special emphasis (particularly in the second half of the course) will be placed on contexts of friendship, romantic involvements and work.

This course also serves as a prerequisite for a variety of C-level courses (C-40, Interpersonal Conflict; C-47, Communication and Well-being; and C-82, Family Communication).

Jean Goodwin

Communication Studies 610-B14

LEGAL ARGUMENTATION

Office Address: 1815 Chicago, Room 206

Phone: 491-5854

Expected enrollment: 20

COURSE DESCRIPTION: "You hurt me!" In this course we will study the arguments that arise when such a charge is made, in everyday life as in criminal and tort ("personal injury") trials. Topics include: accusing and burden of proof; types of defenses; arguing about the signs and probabilities that a wrong occurred; story-telling; emotional appeals; pleas to the jurors. Students will sharpen their ability to argue by studying different forms of argument, by analyzing the arguments of others and by producing arguments of their own. A secondary aim is to confront how deep arguing about wrongs runs in the Western tradition and in our own psyches, and begin to ask: should we argue this way? are there too many lawsuits and lawyers?

PREREQUISITES: No prerequisites.

TEACHING METHOD: Reading, lecture and discussion of principles; practice.

EVALUATION: Frequent small (1-2 pp.) papers; a final "mock trial" speech arguing a case; a midterm and/or final exam, if the class so decides.

READINGS: Cicero, On the Discovery of Arguments; Cicero, Defense of Milo; further readings on electronic reserve.

Jean Goodwin

Communication Studies 610-C30-1

CONTEMPORARY PROBLEMS IN FREEDOM OF SPEECH

Office Address: 1815 Chicago, Room 206

Phone: 491-5854

Expected enrollment: 80

COURSE DESCRIPTION: What can speech accomplish, for good or ill, in our public life? We will approach this question by examining the opinions of the Supreme Court on the First Amendment. We will consider the principles developed by Court regarding freedom of speech. We will try to apply these principles to current debates, taking up feminist objections to pornography, the regulation of hate speech on campus, obscenity on the internet, press coverage of trials and flag burning. The primary goal of the course is to help students deepen their own views on these vital issues. A secondary purpose is to explore the forms of reasoning characteristically used by lawyers and judges when they interpret the Constitution and follow (and evade) legal precedents.

PREREQUISITES: No prerequisites. This course is a prerequisite for C30-2, a seminar on Freedom of Speech offered spring quarter.

TEACHING METHOD: Readings from background materials and original sources; lectures incorporating as much discussion as students will contribute; discussion groups online (using email-based "listservs") to practice arguing out issues.

READINGS: Tedford, Freedom of Speech in the United States, 2d ed.; Shiffrin & Choper, The First Amendment: Cases-Comments-Questions; Matsuda et al. Words That Wound; occasional readings off of the internet.

Mark T. Palmer

Communication Studies 610-C95 sec.25

RESEARCH PRACTICUM IN INTERPERSONAL COMMUNICATION

Office Address: Harris Hall, Room 2

Phone: 491-7855

COURSE DESCRIPTION: The Research Practicum provides students with the opportunity to assist professors in trier interpersonal communication research projects. Students will learn first-hand the rational and procedures that produce the findings and theories they learn about in their classes. Participants will attend all research meetings with principal investigators and graduate students, preform necessary tasks and be acknowledged in the final research product.

Mark T. Palmer

Communication Studies 610-B40

THEORIES OF INTERPERSONAL COMMUNICATION

Office Address: Harris Hall, Room 2

Office Phone: 491-7855

COURSE DESCRIPTION: This course is designed to lead the student to a general understanding of multiple approaches to interpersonal communication. Emphasis is placed on cognitive and behavioral aspects of the communication process as well as relational outcomes.

PREREQUISITES: None.

TEACHING METHOD: Primarily lectures with class discussion

EVALUATION: Three in-class exams consisting of multiple choice, short answer and essays.

READINGS: (Tentative) One required text, reading packet.

Steven Wildman

Communication Studies 610-C85

MEDIA ECONOMICS

Office Address: Harris Hall, Room 15

Phone: 491-4262

Expected Enrollment: 40

COURSE DESCRIPTION: This course develops an economic framework for analyzing factors that influence the economic organization of media industries and the behavior of media firms. Applications of the framework to policy issues such as network regulations and limits to First Amendment freedoms are explored.

TEACHING METHOD: Lecture and discussion

EVALUATION: 3 one hour exams

READINGS: Two texts, Video Economics and Media Economics, plus course pack assembled by professor

David Zarefsky

Communication Studies D-25

SEMINAR IN RHETORICAL HISTORY

Office Address: Annie May Swift 202; also Hardy House 104

Office Phone: 1-7023, 1-7532

Expected Enrollment: 10

COURSE DESCRIPTION: This is a graduate seminar. The topic for this year is "The Constitutional Debates." We will examine public debate over the ratification of the U.S. Constitution, exploring its underlying dynamics, its role in "constituting" the United States as a discourse community, and its continuing significance in American public discourse. The seminar will emphasize writing and individual reports. The text will be Bernard Bailyn, ed., The Debates on the Constitution, in the Library of America series.

D-25 will presume prior knowledge of the Constitutional ratification controversy equivalent to that contained in C25-1. If you are interested in D-25 but have not enrolled in C25-1, please see me before you register for D-25. It may be possible that I can suggest appropriate background reading which you can do in advance.

Normally D-25 will meet on Fridays from 9:30 a.m. to 12:30 p.m. There will need to be some occasional adjustments in meeting time to accommodate my schedule.

James Ettema

Communication Studies 610-C95 sec.21

THE NEWS AND INTERNATIONAL RELATIONS

Office Address: 1815 Chicago Avenue Room 10

Office Phone: 491-7530

e-mail: j-ettema@northwestern.edu

Enrollment: 30

The opportunity to participate in a seminar to be held in Paris over spring break will be available to students who enroll in this special topics course. The seminar which will feature French and U.S.

journalists and diplomats is being organized by Prof. Lee Huebner who is currently on leave for NU to serve as the acting president of the American University in Paris. Topics to be covered in the course and seminar include the news media's role in defining nationhood and articulating cultural difference, their impact on the formulation of foreign policy and conduct of diplomacy, and their effect on processes of democratization occurring around the world. Students need not attend the Paris seminar to receive credit for the course. However, the seminar will be open free of charge to all students who enroll in the course. Student housing will be available through the American University. Interested students should contact Prof. Ettema whose permission is required to enroll.

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 contemporary communication. The student is introduced to a number of strategies and tactics of analyzing everyday and mass communication situations. The subject material includes film, television, music, shopping centers, supermarkets, car lots, doctors' offices, and other potentially manipulative situations.

NO PREREQUISITES: P/N is allowed

TEACHING METHOD: The main forms of communication are lectures. The lectures are often multi-media and designed to recreate the interaction being discussed. There is frequent teacher-student interaction throughout the presentation.

EVALUATION: 50% of the grade is in the interest group project. The remaining 50% is divided equally between two exams which are based on the lectures and readings.

READINGS: Daniel Boorstin, *The Image*; Irving Rein, Philip Kotler, & Martin Stoller, *High Visibility*; Tony Schwartz, *The Responsive Chord*.

Peter Miller & Jack Dopplett

Communication Studies 610-A20 and Journalism B-10

COMMUNICATION AND AMERICAN DEMOCRACY

Office Addresses: Harris Hall, 14 (Miller), Fisk Hall, 104 (Dopplett)

Phones: 491-5835 (Miller), 491-3955 (Dopplett)

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 news gathering, the rhetoric and effects of political campaign news, debates, and advertising.

PREREQUISITES: No prerequisites. P/N not permitted.

TEACHING METHOD: Two one-hour lectures and one two hour laboratory per week; the laboratory will offer theory-relevant exercises in the practice of communication.

EVALUATION: Laboratory writing assignments. Final Examination, class participation.

READINGS: Textbook TBA. Gamson, SIMSOC; course packet of readings.

Peter Miller

Communication Studies 610-C72

MASS COMMUNICATION AND CAMPAIGN STRATEGIES

Office: Harris Hall, Room 14

Phone: 491-5835

Expected Enrollment: 50

COURSE DESCRIPTION: This course combines a general treatment of political campaigns and the effects of the mass media in them with practicum in campaign participation.

Short weekly papers and class discussion will form a major part of the course grade. In addition, students will volunteer for political campaign work and evaluate the chosen campaign using material from the course.

Students will be selected based on the completion of course prerequisites, GPA, class standing and demonstrated political interests or experience.

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Last Updated: November 7, 1995

Radio, Television and Film

L. Lichty and J. Schwoch

Radio, Television and Film 615-C10-2

HISTORY OF BROADCASTING II

Time: MWF 1-2:50

Phone Numbers: Lichty 1-2244, Schwoch 1-2250

COURSE DESCRIPTION: History of the television and radio--and relation to other media industries--including structure, economics, programming, audiences, regulation and social effects, from about 1950 to date. We will also try to relate this to American social history in a more general sense and review the research and literature in the field.

This is the second in a two-quarter sequence investigating the history of broadcasting. While most student will have taken the first course, we are willing to accept a small number of students [juniors or above only] especially interested in modern American history providing they can demonstrate preparation in media or social history.

TEACHING METHOD: Lecture and discussion; and weekly screening.

EVALUATION METHOD: Two (2) short essays and two exams.

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Last Updated: November 7, 1995

Communication Sciences & Disorders

Larson, Charles R.

Communication Sciences & Disorders 620-B02

BIOLOGICAL FOUNDATIONS OF HUMAN COMMUNICATION

Office Address: 2299 Sheridan Road

Phone: 491-2424

Expected Enrollment: 50

COURSE DESCRIPTION: This course is intended to introduce the student to basic neurophysiological principles underlying human communication. The course covers basic mechanisms underlying function of the nervous system, starting with single cells and progressing up through simple reflexes to more complex functions such as memory and cognition. Sensory systems including the auditory, visual and somatosensory are described in the context of their importance for communication. The organization of the cerebral cortex is described, and the various deficits resulting from damage to the cortex are presented.

PREREQUISITES: None

TEACHING METHOD: Lecture format with encouragement of class discussion.

EVALUATION: There are two objective mid-term examinations and a final exam.

READINGS: R. Ornstein and R.F. Thompson; The Amazing Brain. Houghton Mifflin, 1984. C.R. Larson. Chapter: Basic Neurophysiology

McGregor, Karla

Communication Sciences & Disorders 620-C30

MULTICULTURAL PERSPECTIVES IN SPEECH AND LANGUAGE PATHOLOGY

Time: MTTH 2:00-2:50

Office Address: 2299 Sheridan Road

Phone: 491-2425

Expected Enrollment: 50

COURSE DESCRIPTION: An ethnographic approach to understanding speech and language disorders. A primary objective is to distinguish different from disordered by understanding linguistic variation, bilingual and bidialectal language acquisition, and cultural perspectives on disorders. In addition, a framework for non-biased diagnosis and remediation of language, fluency, voice, and neurogenic disorders among culturally and linguistically diverse groups will be discussed.

PREREQUISITES: 620-B01 or permission of instructor and 624-C37 or permission of instructor

TEACHING METHOD: Lecture, class discussion.

EVALUATION: Midterm, final, Individual project

McGregor, Karla

Communication Sciences & Disorders 620-D92

LANGUAGE DISORDERS IN CHILDREN

Time: MTTTHF 1:00-1:50

Office Address: 2299 Sheridan Road

Phone: 491-2425

Expected Enrollment: 50

COURSE DESCRIPTION: Theoretical and clinical issues in language disorders in childhood across all language domains: semantics, pragmatics, phonology, morphology and syntax.

PREREQUISITES: 624-C37 or equivalent

TEACHING METHOD: Lectures, class discussion.

EVALUATION: Midterm, final, Practical exam

Carlisle, Joanne

Communication Sciences & Disorders 623-C73

INTRODUCTION TO LEARNING DISABILITIES

Time: MTThF 1:00pm

Office Address: 2299 Sheridan Road Room 1-146

Phone: 491-2497

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 METHOD: Lectures, films, and class discussion.

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:

Lerner, J. (1993). Learning disabilities: Theories, diagnosis, and teaching strategies (6th ed.). Boston: Houghton Mifflin.
Selected articles.

Yaruss, J. Scott

Communication Sciences & Disorders 624-C94

FLUENCY, DISFLUENCY AND STUTTERING

Time: MTTTHF 9:00am

Office Address: 2299 Sheridan Road Room 3-346

Phone: 491-2420

Expected Enrollment: 50

COURSE DESCRIPTION: This course presents a clinical analysis of the theory, diagnosis, and treatment of stuttering in children and adults. The ultimate goal of this course is to help students develop the clinical skills necessary for evaluating and treating individuals who stutter. In addition to covering basic information regarding the nature of stuttering, this course will emphasize basic principles of clinical interaction, differential diagnosis, and the design and application of appropriate treatment programs. Specific, practical experiences will be provided in laboratory sections to help students learn to synthesize material from academic coursework into clinically applicable skills. In addition, because the analysis of stuttering requires the integration of knowledge from a number of related disciplines, the course will highlight basic critical thinking skills necessary to evaluate different approaches to the field of stuttering.

PREREQUISITES: None

TEACHING METHOD: 3 lectures per week, 1 weekly practical laboratory section

EVALUATION: Grading will be based on the following: 1) one midterm and one cumulative final examination, 2) a practical examination of clinical techniques taught in laboratory sections, 3) one short paper demonstrating clinically important critical thinking/problem solving skills relating to lecture topics

READING LIST: A variety of readings drawn from current literature on stuttering

Matteson, Rana

Communication Sciences & Disorders 620-C03

BRAIN AND COGNITION

Time: MTThF 2:00 P.M.

Office Address: 2299 Sheridan Road Room 2-152

Phone: 491-2519

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.

EVALUATION METHODS: Three exams, a term paper, labs, quizzes, and discussions.

READING LIST:

Kolb & Wishaw (1985). Fundamentals of human neuropsychology.

Diamond, Scheibel, & Elson (1985). The human brain coloring book.

Sacks (1985). The man who mistook his wife for a hat.

Rosenberg, Jane

Communication Sciences & Disorders 623-C80

INTRODUCTION TO CLINICAL PROCEDURES IN LEARNING DISABILITIES

Time: TTh 1:00 P.M.

Office Address: 2299 Sheridan Road Room 1-140

Phone: 491-2478

COURSE DESCRIPTION: Practicum experience in clinical settings. Learning processes and application of instructional approaches. Field studies, reading, and weekly seminars.

PREREQUISITES: C75, C76

TEACHING METHODS: Lectures, class discussion, presentations, and clinical practicum--2 hours per week.

METHOD OF EVALUATION: Midterm examination, project paper, and class presentations.

READING LIST:

Levine, M. (1990). Keeping a head in school. Cambridge, MA: Educators Publishing Service
Selected articles.

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Last Updated: November 7, 1995

Theatre

Kim Rubinstein

Theatre A40-2

THEATRE IN CONTEXT

Office: Thea/Interp Ctr., 218

Phone: 467-2075

Expected enrollment: 120

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.

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 B10-0

TRAINING THE ACTOR'S VOICE

Office: Thea/Interp Ctr., 209

Phone: 467-1856

Expected enrollment: 25

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 B40-2

STAGECRAFT: SCENERY

Office: Thea/Interp Ctr., 210

Phone: 491-3121

Expected enrollment: 20

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: Gillette, Stage Scenery

Alexandra Sargent

Theatre B40-3

STAGECRAFT: COSTUME

Office: Theatre/Interp Ctr.

Phone: 491-3170

Maximum enrollment: 16

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

Daniel Ostling

Theatre B41-1

DESIGN PROCESS: SCENE DESIGN I

Office: Thea/Interp Ctr.

Phone: 491-3170

Maximum enrollment: 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. 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 B41-2

DESIGN PROCESS: COSTUME DESIGN I

Office: Thea/Interp Ctr.

Phone: 491-3389

Maximum enrollment: 16

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.

Maya Pacana

Theatre B41-3

DESIGN PROCESS: LIGHTING DESIGN I

Office: Thea/Interp Ctr., Room 228

Phone: 491-3170

Maximum enrollment: 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.

ACTING II: PRINCIPLES OF CHARACTERIZATION

Theatre B43-2

Bud Beyer - section 20

Dawn Mora - section 21

Les Hinderyckx - section 22

Ann Woodworth - section 23

Linda Gates - section 24

Office: Thea/Interp Ctr.

Expected enrollment: 20 per class

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 B44-2

DEVELOPMENT OF CONTEMPORARY DRAMA

Office: Thea/Interp

Phone: 492-3157

Expected enrollment: 35

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.

Guy Bergquist

Theatre B49

PRODUCTION COORDINATION

Office: Thea/Interp. Ctr.

Phone: 491-3170

Expected enrollment: 20

COURSE DESCRIPTION: To study the unique duties of the stage manager in relation to the other production responsibilities and roles.

PREREQUISITES: A40

TEACHING METHODS: Lecture/discussion.

READINGS: TBA

Craig Kinzer

Theatre C40-1

STAGE DIRECTING

Office: Thea/Interp Ctr., 224

Phone: 491-3182

Expected enrollment: 15

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.

ACTING III: ANALYSIS AND PERFORMANCE

Theatre C41-2

Mary Poole - section 20

David Downs - section 21

Ann Woodworth - section 22

Kim Rubinstein - section 23

Expected enrollment: 16 per class

COURSE DESCRIPTION: 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 C42-1

STAGE LIGHTING II

Office: Thea/Interp Ctr., 228

Phone: 491-3119

Expected enrollment: 10

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: B41-3 or B40-1, or permission of instructor. Participation in department productions.

Sam Ball

Theatre C43-3

SCENE DESIGN II

Office: Thea/Interp, 210

Phone: 491-3137

Expected enrollment: 12

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 C44-2

COSTUME DESIGN II

Office: Thea/Interp, 217

Phone: 491-3389

Expected enrollment: 8

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.

Bill Worthen

Theatre C45-2

HISTORY OF WESTERN THEATRICAL PRACTICE

Office: Thea/Interp. Ctr., 215B

Phone: 491-2590

Expected enrollment: 80

COURSE DESCRIPTION: This course will survey modes of theatrical representation in Europe from the 10th through the 17th centuries. We will consider a variety of issues including theatre design, theatre legislation, the rise of professional companies, the role of women Protestant antitheatricalism, the state as an instrument of court prestige and empowerment, characteristic dramatic modes and genres, and the careers of significant playwrights (Marlowe, Shakespeare, Jonson, Calderon de la Barca, Moliere, Racine, Behn). Throughout the term, our task will be to interrogate the relationship between the stage and the framing forces of social empowerment and legitimation, tracing how the theatre functioned in conjunction with other ideological apparatuses in early modern history.

PREREQUISITES: None. No P/N

TEACHING METHOD: Lecture/Discussion. Papers and exams.

READINGS: Oscar Brockett, History of Theatre; A. C. Cawley, Everyman and Medieval Miracle Plays; Ben Jonson, Bartholomew Fair; Worthen, ed., The HBJ Anthology of Drama. Other required readings will be placed on reserve.

John Logan

Theatre C46-1

PLAYWRITING

Office: Thea/Interp Ctr.

Phone: 467-2755

Expected enrollment: 16

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 C48-1

CREATIVE DRAMA

Office: Thea/Interp ctr., 214

Phone: 491-3163

Expected enrollment: 20

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%.

ACTING IV: PROBLEMS IN STYLE

Theatre C49-2

Bud Beyer - section 20

Mary Poole - section 21

David Downs - section 22

Dawn Mora - section 23

Office: Thea/Interp Ctr.

Expected enrollment: 16 per class

COURSE DESCRIPTION: (This is a general description. Please see the individual instructor for more details.) This is an advanced course in Acting concentrating on various styles and playwrights. Each instructor is free to choose the areas of study for each quarter. Normally, the second quarter deals with contemporary playwrights.

PREREQUISITES: C41 or its equivalent. Permission of the instructor is required, and all students must be declared Theatre majors.

TEACHING METHOD: Advanced scene work presented for teacher and class evaluation.

EVALUATION: In-class work, preparation and discussion.

READING LIST: Instructors' option

Dominic Missimi

Theatre C52

MUSIC THEATRE TECHNIQUES I

Office: Thea/Interp Ctr., 227

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

Joe Tilford

Theatre C56-2

GRAPHIC ARTS FOR THE STAGE DESIGNER

Office: Thea/Interp Ctr., 205

Phone: 491-3143

Expected enrollment: 8

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.

Linda Roethke

Theatre C57-1

FREEHAND DRAWING for the STAGE DESIGNER

Office: Thea/Interp. Ctr., 209

Phone: 491-3140

Expected enrollment: 8

COURSE DESCRIPTION: Drawing for scenery, costume, and lighting designers. A lecture and studio course examining and exercising the principles of drawing and composition, using a variety of drawing materials.

PREREQUISITE: permission of instructor.

James Coakley

Theatre C66-0

STUDIES IN INDIVIDUAL DRAMATIC STYLES

Office: Thea/Interp Ctr., 212

Phone: 491-3157

Expected enrollment: 20

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.

Sandra Richards

Theatre C68

AFRICAN THEATRE & DRAMA

Office: Thea/Interp. Ctr.

Phone: 491-4557

Expected enrollment: 20

COURSE DESCRIPTION: Examines festival practices, traveling and popular theatres, drama in English and the development of appropriate critical terminology.

PREREQUISITES: Theatre C45, African-Amer. Studies B59 or consent of instructor.

TEACHING METHODS: Lecture/discussion.

READINGS: TBA

Sam Ball

Theatre C73

COMPUTER GRAPHICS FOR THE THEATRE ARTIST

Office: Thea/Interp. Ct., room 210

Phone: 491-3137

Expected enrollment: 10

COURSE DESCRIPTION: Computer graphics for the stage designer. Lecture/laboratory. Participation in center productions. Investigation of available software programs and strategies for use in the theatre.

PREREQUISITES: permission of instructor.

Bud Beyer

Theatre C80-0

INTERNSHIP IN THEATRE PRACTICE

Office: Thea/Inter. Ctr.

Phone: 491-3170

COURSE DESCRIPTION: Significant involvement in production and/or management activities in a theatre company or producing organization. Applicants may select from various organizational settings on file with the department. Students will need to take the initiative in contacting organizations, establishing learning objectives, and negotiating the internship agreement with the on-site field supervisor. A maximum of three units of credit may be taken. The program is negotiated with the Theatre chair.

EVALUATION: Interns receive a grade based on completed reading long, journal including field notes, supervisors evaluation, and site visit by faculty advisor.

PREREQUISITES: Admission to C80 Internship is by application acceptance only (open to junior/seniors or graduate students). Writing skills, grade point average, stated purpose and professional goals will be considered in the selection process.

APPLICATIONS: Applications are available in the Theatre Office. Students should meet with Professor Beyer the quarter before the desired internship to discuss the application.

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Last Updated: November 3, 1995

Chemical Engineering

Staff

Chemical Engineering, B11

THERMODYNAMICS

Expected Enrollment: 40

COURSE DESCRIPTION: A comprehensive course covering the principles of thermodynamics, with particular attention to developing an understanding of those concepts that are important in application to practical engineering problems. The concepts of energy, entropy, and equilibrium are introduced and applied to real systems and practical problems. The first and second laws of thermodynamics, equations of state, properties of fluids, solutions, phase equilibria, and chemical reaction equilibria are covered.

PREREQUISITES: Open to any science or engineering student who has completed Chemistry C40-1 (Physical Chemistry) and Chemical Engineering B10 (Analysis of Chemical Process Systems).

TEACHING METHODOLOGY: Reading assignments from the text, weekly problem sets, computer project. Lectures will outline, summarize, and extend text material. Class discussion of principles and problems is encouraged. Small group meeting once each week for detailed problem discussion.

METHODS OF EVALUATION: There will be a set of homework problems every week, two midterm examinations, and a final examination. All of these will be weighed in grade evaluation.

TEXTBOOK: Heat and Thermodynamics by Zemansky and Dittman, McGraw-Hill.

Staff

Chemical Engineering, B12

EQUILIBRIUM SEPARATIONS

COURSE DESCRIPTION: This course deals with analysis of equilibrium stage separation processes. It begins with a discussion of multiphase multi-component equilibrium thermodynamics. This is followed by analysis of distillation, absorption, stripping, and liquid-liquid extraction processes. Complex separation systems with multiple processing units are analyzed qualitatively. Emphasis is on the combined use of equilibrium data and energy and material balance equations for process analysis.

PREREQUISITES: Chemical Engineering B11; B10 with grade of C- or better.

EVALUATION: Two two-hour examinations. Eight homework sets, some of which include computer assignments.

TEXTBOOK: Equilibrium-Staged Separations by Wankat, Elsevier (1988).

Staff

Chemical Engineering C42

CHEMICAL ENGINEERING LABORATORY

Expected Enrollment: 20

COURSE DESCRIPTION: This is the required laboratory course for Chemical Engineering majors. Students work in small groups on a series of experimental projects designed to illustrate basic chemical engineering principles and applications. Laboratory meets for one full day per week with individual experiments typically requiring two periods for completion. Students plan experiments using existing equipment, carry out the experiments to obtain data, analyze data, and write comprehensive reports. Individual written reports are required as well as at least one oral presentation. Computer data acquisition systems are extensively used.

PREREQUISITES: Senior standing in Chemical Engineering.

METHOD OF EVALUATION: Grades will be determined on the basis of the quality of work done in the laboratory and the various reports submitted by each individual.

Staff

Chemical Engineering C51

CHEMICAL ENGINEERING DESIGN I

Expected Enrollment 35

COURSE DESCRIPTION: This is the first of a 2-course sequence aimed at introducing students to the very important subject of process design. The course is structured around a series of mini-design problems each of which is carefully selected to illustrate an important step in the overall process design. These steps include project definitions, flowsheet development, material and energy balances, estimation of thermophysical and transport properties, shortcut design methods, cost estimation, profitability analysis. As much as possible the use of computers will be encouraged.

COURSE FORMAT: Lectures will be given on MTWF, while a 2-hour period on Tuesday afternoon is set aside for problem solving using microcomputers and discussions with the professor and assistants. In addition to hand calculations, students will be required to write computer programs to further their understanding of design methods. Some of these programs may be used in their projects in 710-C52.

PREREQUISITES AND LIMITS: 710-C07 and 710-C23, and FORTRAN.

SPECIAL EVENTS: Lectures by industrial speakers and films on related topics may be arranged.

EVALUATION: Two mid-terms and a final examination will be given. Homework will be collected and graded. The final grade will be weighted in the following ratios: 15% for each mid-term, 30% for homework and 40% for the final.

Staff

Chemical Engineering C52

CHEMICAL ENGINEERING DESIGN II

Expected Enrollment: 35

COURSE DESCRIPTION: This is the second of a 2-course sequence aimed at introducing the very important subject of process design. Students will be expected to apply their knowledge of chemical process principles, reactor analysis, transport phenomena, staged operations, thermodynamics, economics, and other related subjects to the preliminary design of a complete chemical process. The specific design project will vary from year to year.

PREREQUISITES: 710-C51

SPECIAL EVENTS: Lectures by industrial speakers and films on related topics may be arranged.

TEACHING METHODOLOGY: Groups of 2-4 students will work on a selected design project. Lectures on special topics related to the project and to design techniques will be scheduled, but the primary emphasis of this course will be on project work. Three one-hour periods a week will be set aside for class discussions. Individual group meetings with the instructor will also be scheduled.

METHODS OF EVALUATION: Each group is expected to submit a final report on its design project, which will be the basis of performance evaluation.

TEXTBOOK: None required. Recommended supplementary references:

- 1) "Plant Design and Economics for Chemical Engineers" Peters and Timmerhaus, 4th edition, McGraw Hill
- 2) "Perry's Chemical Engineers Handbook," Perry and Green, McGraw Hill
- 3) "Chemical Process Safety: Fundamentals with Applications," Crowl and Louvar, Prentice-Hall

Staff

Chemical Engineering C75

INTRODUCTION TO BIOCHEMICAL ENGINEERING

Expected Enrollment: 20

COURSE DESCRIPTION: Introductory physiology and biochemistry of the microbial cell; kinetics of enzyme-catalyzed reactions; metabolic stoichiometry and energetics of microbial growth; kinetics of microbial growth and product formation; transport phenomena in bioprocess systems; analysis and design of biological reactors; product recovery and purification.

PREREQUISITES: Undergraduate level of reactor design and mass transport (may be concurrent).

TEXT: "Biochemical Engineering Fundamentals", by J.E. Bailey and D.F. Ollis, McGraw Hill, 2nd edition (1986).

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[Northwestern University](#)

Last Updated: November 7, 1995

Electrical Engineering and Computer Science

Alvin Bayliss

Electrical Engineering and Computer Science, A01

INTRODUCTION TO COMPUTER PROGRAMMING IN FORTRAN

Time: MTWF 9-9:50

Office Address: McCormick 3858

Office Phone: 491-7221

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.

TEXT: G. J. Borse, FORTRAN 77 and Numerical Methods for Engineers, 2nd ed., PWS-Kent.

Chris Riesbeck, Eric Domeshek

Electrical Engineering and Computer Science, A10-0

INTRODUCTION TO COMPUTER PROGRAMMING

Time: MTWF 9-9:50

Office Address: ILS 3-348, ILS 3-338

Office Phone: 491-7279, 491-7341

Expected Enrollment: 125

COURSE DESCRIPTION: Introduction to programming practice using a modern programming language. Analysis and formulation of problems for computer solution. Systematic design, construction, and testing of programs. Substantial programming assignments.

PREREQUISITE: NONE

TEACHING METHOD: Lectures. Course grade based on exams and programming assignments.

TEXT: Roberts, The Art and Science of C, Addison-Wesley.

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.

TEXT: Abelson & Sussman, Structure & Interpretation of Computer Programming, McGraw- Hill.

Larry Henschen, Course Director

Electrical Engineering and Computer Science, A20

INTRODUCTION TO COMPUTERS AND INFORMATION TECHNOLOGY

Time: Sec 1: MWF 9-9:50 am; Sec 2: MWF 10-10:50 am; Sec 3: MWF 11-11:50 am; Sec 4:

MWF 1-1:50 pm; Sec 5: MW 7-8:30 pm; Sec 6: 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.

TEXTS: Sally Goodwin Peterson, Point, Click and Drag Using the Mac, Harper Collins Custom Books. Shafer, The Complete Book of HyperTalk 2, Addison-Wesley.

Srikanta Kumar

Electrical Engineering and Computer Science, B01

FUNDAMENTALS OF COMPUTER ORGANIZATION

Time: MTWF 12-12:50pm

Office Address: McCormick M382

Office Phone: 491-7382

Expected Enrollment: 60

COURSE DESCRIPTION: Principles of hardware design. Number systems and Boolean algebra. Logic gates. Design of combinational circuits and simplifications. Decoders, multiplexors, adders and other MSI circuits. Timing diagrams. Memory elements and flipflops. Sequential logic. Excitation tables. Registers, counters, and design of their digital circuits. Basic computer operations. I/O and communication.

PREREQUISITE: None

TEACHING METHOD: Lectures and hardware labs. Course grade based on homeworks, hardware labs, midterm and final.

TEXT: M. Mano, Computer Engineering: Hardware Design, 1988 ed., Prentice-Hall.

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: 40

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, 1993. Borland TURBO ASSEMBLER for IBM PC and Compatibles.

Daniel Edelson

Electrical Engineering and Computer Science, B11

FUNDAMENTALS OF COMPUTER PROGRAMMING II

Time: MWF 10-10:50 am

Office Address: 3-352 ILS, 1890 Maple

Office Phone: 467-1337

Expected Enrollment: 40

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

TEXTS: Abelson & Sussman, Structure and Interpretation of Computer Programming, McGraw-Hill. PC Scheme, Student Edition, Version IBM PC 5 1/4 Software, International Thompson Publishing. Winston, On To C++, Addison Wesley.

Martin Plonus

Electrical Engineering and Computer Science, B42

CIRCUITS II

Time: MTWF 10-10:50 am

Office Address: McCormick L310

Office Phone: 491-3445

Expected Enrollment: 40

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.

TEXT: Hayt & Kemmerly, Engineering Circuit Analysis, 5th Edition, McGraw-Hill.

Arthur Butz

Electrical Engineering and Computer Science, B43

SIGNALS AND SYSTEMS

Time: MTWF 10-10:50 am

Office Address: McCormick 1643

Office Phone: 491-3269

Expected Enrollment: 30

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-B42 (C- or better)

TEACHING METHOD: Lectures, homework, two mid-terms and final exam.

TEXT: R. E. Ziemer, W. H. Tranter and D. R. Fannin, Signals and Systems: Continuous and Discrete, MacMillan, 3rd edition.

Staff

Electrical Engineering and Computer Science, B50

PHYSICAL ELECTRONICS

Time: MTWF 1-1:50 pm

Office Address: McCormick

Office Phone:

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 final.

TEXT: Burns & Bond, Principles of Electronic Circuits, West.

Allen Taflove

Electrical Engineering and Computer Science, C01

FUNDAMENTALS OF ELECTROMAGNETICS

Time: MTWF 9-9:50 am
Office Address: McCormick M378
Office Phone: 491-4127
Expected Enrollment: 30

COURSE DESCRIPTION: Concepts of flux, potential, gradient, divergence, curl, and field intensity. Boundary conditions and solutions to Laplace and Poisson equations. Capacitance and inductance calculations for practical structures. Conductors, insulators, and magnetic materials and their polarization and magnetization. Solutions of magnetic circuits problems. Applications of Maxwell's equations.

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.

TEXT: M. Plonus, Applied Electromagnetics, McGraw-Hill.

Gordon J. Murphy

Electrical Engineering and Computer Science, C06

ELECTRONIC CIRCUITS

Time: MTWF 2-2:50 pm
Office Address: McCormick 2645
Office Phone: 491-7258
Expected Enrollment: 40

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. Tuinenga, SPICE, Prentice-Hall.

Seng-Tiong Ho

Electrical Engineering and Computer Science, C08

APPLICATIONS OF ELECTROMAGNETIC FIELDS

Time: MTWF 11-11:50 am
Office Address: McCormick 1572

Office Phone: 491-7103
Expected Enrollment: 40

COURSE DESCRIPTION: Maxwell's equations. Transmission lines. Wave equations, plane waves, and Poynting's theorem. Solution of Maxwell's equations for rectangular and circular waveguides, applications to microwave networks, antennas, radar and communications.

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.

Scott Hauck

Electrical Engineering and Computer Science, C11

DATA STRUCTURE AND DATA MANAGEMENT

Time: MWF 2-2:50 pm

Office Address: McCormick L491

Office Phone: 467-1849

Expected Enrollment: 35

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

TEXT: Horowitz and Sahni, Fundamentals of Data Structures in C, 3rd Ed., Computer Science Press.

Morteza Rahimi

Electrical Engineering and Computer Science, C13

TELECOMMUNICATION NETWORKS FOR MULTIMEDIA

Time: TTh 4-5:15 pm

Office Address: 2-116 Crown

Office Phone: 491-7311

Expected Enrollment: 20

COURSE DESCRIPTION: Modern technologies that represent and transmit multimedia

information such as voice, music, documents, still images, video. Emerging network applications of multimedia in home, academia, business. Not open to electrical or computer engineering majors.

PREREQUISITE: None.

TEXT: TBA

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: 25

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.

TEXT: Martin, Introduction to Languages and the Theory of Computation, McGraw-Hill.

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: 30

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.

TEXT: Aho, Sethi and Ullman, Compilers: Principles, Techniques, and Tools, Addison Wesley.

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: 35

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.

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: 25

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.

TEXTS: Ballard & Brown, Computer Vision, 1982, Prentice-Hall. Horn, Robot Vision, 1986, McGraw-Hill.

Radek Vingralek

Electrical Engineering and Computer Science, C43-2

OPERATING SYSTEMS II

Time: MW 4:45-6pm

Office Address: McCormick 3859

Office Phone: 467-2606

Expected Enrollment: 20

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

TEXT: Tanenbaum, Modern Operating Systems, Prentice-Hall.

Gordon J. Murphy

Electrical Engineering and Computer Science, C47

DIGITAL ELECTRONIC SYSTEMS DESIGN PROJECTS

Time: MWF 11-11:50 am

Office Address: McCormick 2645

Office Phone: 491-7258

Expected Enrollment: 10

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: 25

COURSE DESCRIPTION: First-order logic and normal forms. The resolution principle. Unification. Completeness. Implementation issues. Applications to mathematics, logic and data bases, program verification and generation.

PREREQUISITE: 727-C48

TEACHING METHOD: Lecture - discussion. Exams plus laboratory work using the NUTS theorem prover.

TEXT: Wos, Overbeek, Lusk and Boyle, Automated Reasoning: Introduction & Applications, Prentice-Hall.

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: 20

COURSE DESCRIPTION: Fundamentals of computer design, including instruction set design, data path design, memory system, addressing, and pipelining. Computer design project.

PREREQUISITE: 727-C55

TEACHING METHOD: Lectures, homework assignments, projects, midterm and final.

TEXT: David A. Patterson & John L. Hennessy, Computer Organization and Design: The Hardware/Software Interface, Morgan Kaufmann, 1994.

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.

Randy Freeman

Electrical Engineering and Computer Science, C60

INTRODUCTION TO FEEDBACK SYSTEMS

Time: MWF 9-9:50 am

Office Address: McCormick M396

Office Phone: 467-2606

Expected Enrollment: 25

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 prerequisite).

TEACHING METHOD: Lectures, lab, homework, lab report, midterm and final.

TEXT: Franklin, Powell and Emani-Naeimi, Feedback Control of Dynamic Systems, 3rd ed., 1994, Addison-Wesley.

Arthur Butz

Electrical Engineering and Computer Science, C63

DIGITAL FILTERING

Time: MWF 11-11:50 pm

Office Address: McCormick 1643

Office Phone: 491-3269

Expected Enrollment: 25

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, mid-quarter exam and final. CAD problems solved using MATLAB.

TEXTS: L. B. Jackson, Digital Filters and Signal Processing, 3rd ed, Kluwer.

C. C. Lee

Electrical Engineering and Computer Science, C78

DIGITAL COMMUNICATIONS

Time: MWF 10-10:50 am

Office Address: McCormick M376

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, homeworks, midterm, final and source coding design project.

TEXT: S. Haykin, Digital Communications, 1988, Wiley.

Manijeh Razeghi

Electrical Engineering and Computer Science, C81

ELECTRONIC MATERIALS: PROPERTIES AND APPLICATIONS

Time: MWF 1-1:50 pm

Office Address: MLSF 4051

Office Phone: 491-7251

Expected Enrollment: 25

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.

TEXT: R.E. Hummel, Electronic Properties of Materials, 2nd ed., 1993, Springer-Verlag.

Michel Marhic

Electrical Engineering and Computer Science, C83

LASERS AND COHERENT OPTICS

Time: MW 3-4:15 pm

Office Address: McCormick 2698

Office Phone: 491-7074

Expected Enrollment: 20

COURSE DESCRIPTION: Fundamental principles of operation of lasers. Characteristics of coherent and incoherent radiation. Fresnel and Fraunhofer diffraction theory. Fourier transforming properties of lenses. Spatial filtering and optical information processing.

PREREQUISITE: 727-C08

TEACHING METHOD: Lectures and bi-weekly labs.

TEXT: Required: O'Shea, Callen and Rhodes, An Introduction to Lasers and Their Applications, Addison Wesley. Recommended: Goodman, Introduction to Fourier Optics, McGraw-Hill.

Carl Kannewurf

Electrical Engineering and Computer Science, C89

INTRODUCTION TO SUPERCONDUCTIVITY AND ITS APPLICATIONS

Time: MWF 9-9:50 am

Office Address: McCormick 3623

Office Phone: 491-8163

Expected Enrollment: 15

COURSE DESCRIPTION: Properties of materials in the superconducting state; charge flow dynamics of type II superconductors; high T_c superconductors; applications for computers and high frequency devices.

PREREQUISITE: 727-C81 or consent of instructor

TEACHING METHOD: Lectures and Projects

TEXT: TBA

Staff

Electrical Engineering and Computer Science, C94-1

SOFTWARE PROJECT MANAGEMENT AND DEVELOPMENT

Time: MW 3-4:15 pm

Office Address: McCormick

Office Phone:

Expected Enrollment: 30

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.

TEXT: TBA

Louis Gomez

Electrical Engineering and Computer Science, C95

SPECIAL TOPICS IN COMPUTER SCIENCE

Time: TTh 10:30-12

Office Address: 235 Annenberg

Office Phone: 467-2821

Expected Enrollment: 15

COURSE DESCRIPTION:

PREREQUISITE:

TEACHING METHOD:

TEXT: TBA

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: 10

COURSE DESCRIPTION: Capstone design engineering course to teach the principles of launching and operating a company which produces electronic products and services. The design process from

concept to marketing will be followed. Students participate in the day-to- day workings of an actual small engineering business.

PREREQUISITE: Upper class or graduate standing in Engineering or Science with preference for EECS majors. May be taken as an EE or Computer Engineering design or technical elective once, then as an unrestricted elective repeatedly.

TEACHING METHOD: Lecture/lab, 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

Mark Randolph

Electrical Engineering and Computer Science, C98

SENIOR DESIGN:

Time: M 4:45-6:00 pm, Labs TBA

Office Address: McCormick 2659

Office Phone: 491-5410

Expected Enrollment: 25

COURSE DESCRIPTION: This course will cover concepts and methodologies used in electrical engineering systems design with focus given to the design and implementation of embedded digital speech processing systems. The course consists of lectures and laboratory exercises in which students gain experience using special purpose DSP microprocessors and related software development tools.

PREREQUISITE: Senior class standing, 727-C59. A working knowledge of the C programming language is preferred.

TEACHING METHOD: Lecture and group lab projects

TEXT: REQUIRED: Chassaing, Digital Signal Processing with C and the TMS320C30, Wiley.

RECOMMENDED: Rabiner and Schafer, Digital Processing of Speech Signals, Prentice Hall. Miller and Quilici, The Joy of C, Wiley.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: November 7, 1995

Industrial Engineering and Management Science

HAZEN

Industrial Engineering and Management Sciences

C02 PROBABILITY

Time: MWF 10:00 Lab: Th 3-5

Room: M351; LR7

Office Address: MLSB 3081

Phone: 1-5673

Expected Enrollment: 70

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 lecture per week. Optional lab session for homework discussion and questions.

EVALUATION: Based on homework, midterms (in Lab), and final. Midterms and final are open book, open notes.

TEXT: TBA

AJIT TAMHANE

Industrial Engineering and Management Sciences

C03 STATISTICS I

Time: MWF 10:00 T 3-5:00

Room: TBA

Office: MLSB 4087

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.

PREREQUISITES: Math B15 and IE/MS C02 or an equivalent course in probability.

TEACHING METHOD: Lecture.

EVALUATION: Homework, midterm, and final.

TEXTS: TBA

TBA

Industrial Engineering and Management Sciences, C19 INTRODUCTION TO OPERATIONS RESEARCH

Time: 9:00 MWF

Room: TBA

Office: TBA

Phone: TBA

Expected Enrollment: 40

TOPICS:

- Decision Analysis (1 week)
- Inventory Models (1 week)
- Queueing Models (1 week)
- Linear Programming (2 weeks)
- Game Theory (1 week)
- Network Flow Problems (2 weeks)

TEACHING METHOD: Roughly one assignment and one quiz per week. Assignments should be turned in by the next meeting time.

EVALUATION: Homework, 30%; Quiz, 30%; Final, 40%

TEXT: TBA

GUSTAVE J. RATH

Industrial Engineering and Management Sciences C22

INDUSTRIAL PSYCHOLOGY

Time: T 6:30-9:30

Room: G21 Annenburg Hall

Office: MLSB 1021

Phone: 491-3668

Expected Enrollment: 150

COURSE DESCRIPTION: Psychological issues and problems faced by supervisors in industry and government. Issues include supervision, testing, hiring, EEO worker morale, working environment, office and plant relations; techniques and solutions currently in use will be reviewed. Leadership communication, organization, safety, and human factors are also covered.

PREREQUISITES: IE, MEM, EDUC, CONSTRUCTION MGMT., ROTC OR PERMISSION OF INSTRUCTOR ONLY; 1ST CLASS MANDATORY.

TEACHING METHOD: Reading text and listening to lectures by visitors from industry.

EVALUATION: Weekly quizzes.

TEXT: TBA

GUSTAVE J. RATH

Industrial Engineering and Management Sciences

C24-1 Engineering Management I

Time: Th 6:30-9:30

Room: TBA

Office: MLSB 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: McCormick students only; all others by permission of instructor. 1st class mandatory.

TEACHING METHOD: Lectures and discussion

EVALUATION: Homework and Project.

TEXT: TBA

ARTHUR HURTER

Industrial Engineering and Management Sciences

C26 ECONOMICS FOR ENGINEERS I

Time: T Th 10:30-12:00

Room: L313 TECH

Office: MLSB 4033

Phone: 1-3414

Expected Enrollment: 60

COURSE DESCRIPTION: This course is intended to provide analysis of financial decisions by corporations, especially plant and equipment investment and replacement. 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 both the underlying theory and the presentation of real life problems.

PREREQUISITES: Math B15

TEACHING METHOD: Lectures and exams.

EVALUATION: Homework assignments (10% of grade); two midterm exams (40% of grade); final exam (50% of grade).

TEXT: TBA

MARK S. DASKIN

Industrial Engineering and Management Sciences

C28 LOCATION ANALYSIS AND SPATIAL PLANNING

Time: TTH 9:00-10:30

Room: A310 TECH

Office: MLSB 3039

Phone: 491-8796

Expected Enrollment: 48

COURSE DESCRIPTION: Plant and facility location problems are described and techniques for their solution developed. Problems are analyzed using analytical models and computer algorithms. A variety of model formulations and solution algorithms are discussed.

PREREQUISITES: C13 or equivalent.

TEACHING METHOD: Two lectures per week.

EVALUATION: The student's grade will be based on problem sets, class participation, a midterm exam, and a final examination.

TEXT: TBA

CHARLES THOMPSON

Industrial Engineering and Management Sciences

C34-2 SYSTEMS PROJECT MANAGEMENT II

Time: TTh 3:30-5:00

Room: M351 TECH

Office Address: MLSB 1055

Phone: 491-3667

Expected enrollment: 30

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 C34-1; NO P/N ALLOWED. ATTENDANCE AT FIRST CLASS IS MANDATORY. SENIORS ONLY. NON-IE/MS MAJORS BY PERMISSION ONLY.

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: TBA

DAVID SIMCHI-LEVI

Industrial Engineering and Management Sciences

C35 SYSTEMS SIMULATION

Time: MWF 2:00, W 3-5

Room: A310 TECH; 3829 TECH & MLSB 2078 FOR LAB Office: MLSB 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.

TEXT: TBA

GORDON HAZEN

Industrial Engineering and Management Sciences

C36-1 (20) (21) INDUSTRIAL ENGINEERING DESIGN PROJECT I

Time: MWF 11:00

(20) M 3-5:00

(21) T 1-3:00

Office: MLSB 4083; 3829 TECH FOR LABS

Phone: 491-3669

Expected Enrollment: 40 (20 each section)

COURSE DESCRIPTION: This is the first quarter of a two-quarter senior-level design sequence. The course deals with application of quantitative methods to complex decision problems. Methods of mathematical modeling, optimization, and 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 project consisting of the preparation of a proposal for an industrial project to be undertaken in IE C36-2 is required.

PREREQUISITES: IE C13 and C15, or equivalent; SENIOR STANDING, NO P/N, FIRST CLASS MANDATORY.

TEACHING METHOD: Combination of lecture, class discussion, and student presentation.

EVALUATION: Periodic homework assignments, including reports of case studies, together with the final project, will determine the final grade.

TEXT: TBA

JEFF KORMAN

C95 Information Technology in Manufacturing

Phone: 708/215-6336

Manager, Computer Integrated Manufacturing Motorola Lighting, Inc.

Email: gjk001@email.mot.com

Time: T 7 PM - 10:00 PM

Room: TECH A110

Expected enrollment: 30

Course Description: This course provides an overview of the information technologies (IT) used in a high technology manufacturing environment. The focus is on the integration of people, business processes, manufacturing processes, and information technology. The course will begin with an overview of the organizational role and benefits of systems, go into several broad areas of applications (e.g. factory control, business operations, engineering systems), and then continue into a survey of information technology infrastructure. The course will provide frameworks, technical basics and language to enable people in a manufacturing enterprise to work with IT professionals to realize the potential of systems in achieving corporate objectives. Effective use of IT in manufacturing is increasingly critical to success in such areas as customer service, rapid new product introduction, cost and cycle time reduction, production flexibility, quality improvement, partnering with customers and suppliers, product profitability evaluation, and capital investment analysis.

Topics Include:

- Enterprise Integration, Information Technology's role, Process Re-Engineering, Systems Development Process o Collecting, Storing and Retrieving Information; Data Interrelationships DBMS, SQL, Client-Server, Automated Data Collection, EDI o Servers, Workstations, Personal Computers, Operating Systems, Networks
- Business Operations Systems: Accounting, Marketing and Sales, Supply Management
- Factory Systems, Process Improvement Feedback, Simulation
- Engineering Systems, Product Data Management, Design to Manufacture
- Software Engineering, Re-use, Off-the-shelf, Open Systems
- Managing Organizational Change: Systems Implementation Strategies

Teaching Method: Each week, the three-hour class will be divided into three parts. The first part will be a topical lecture introduced by the instructor to establish context and relevance. The lecture will be by the instructor or guest lecturers from the EECS department and industry. The second part will consist of group presentations. The third part will be the integration of the lecture, presentations, readings, and "war stories" through a discussion led by the instructor. Students will form groups and simulate developing an IT solution to a real-world business problem using methods developed throughout the quarter. The work will be supported by some hands-on computer work. There will be optional field trips to Motorola.

Prerequisites: NONE

Readings: Keen's Every Manager's Guide to Information Technology; Technical and Business articles and case studies

Evaluation: Grades based on the group presentations (30%), final group paper (40%), two short individual papers (10%), class participation (10%), and peer assessment (10%)

SANJAY MEHROTRA

Industrial Engineering and Management Sciences

D07 QUANTITATIVE METHODS FOR DECISION MAKING

Time: W 6:30-9:30

Room: L316 TECH

Office Address: MLSB

Phone:

Expected Enrollment: 20

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, simulation, and statistical models. Specific topics discussed include: the systems approach for complex problem-solving, mathematical modeling of manufacturing systems, and decision making under certainty and uncertainty.

PREREQUISITES: Familiarity with basic probability and statistics

TEACHING METHOD: Two class meetings per week consisting of a combination of lecture and class discussion. Students will form study groups (4 students per group) to work jointly on the case studies.

EVALUATION: Grades will be based on homework assignments, a midterm examination, and a comprehensive final examination.

TEXT: TBA

CHARLES THOMPSON

Industrial Engineering and Management Sciences

D11 FIELD RESEARCH IN ORGANIZATION THEORY

Time M 6:30-9:30
Room: L316 TECH
Office: MLSB 1055
Phone: 491-3667
Expected Enrollment: 20

COURSE DESCRIPTION: Design of field studies and experiments in organization theory. Emphasis on integrating requirements of rigorous research methods with limiting conditions found in the field (e.g., industry, government, or other organizations).

PREREQUISITES: IE/MS D10 or equivalent, or permission of instructor..

TEACHING METHOD: The course provides the graduate student whose research involves the collection of data in the field with an opportunity, on a pilot basis, to go through all the steps from the initial development of theory and research design to the evaluation of data and presentation of findings. The student will use a research topic of his or her own choosing as the framework for an examination and application for the methodology in each step in the process.

EVALUATION: Weekly written assignments and a final project report.

TEXT: TBA

DONALD FREY

Industrial Engineering and Management Sciences

D19 TECHNICAL ENTREPRENEURSHIP (INSIDE A COMPANY AND FOR A NEW PARTNERSHIP)

Time: F 3:00-6:00
Room: L316
Expected Enrollment: 20
Office: MLSB 1017
Phone: 491-3326

COURSE DESCRIPTION: This course deals with a number of issues relating to new business ventures both inside and outside the 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 or 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 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 is outlined.

PREREQUISITES: GRADUATE STANDING

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: TBA

CATHY DOMANICO

Industrial Engineering and Management Sciences

D31 MARKETING ISSUES FOR ENGINEERS)

Time: Th 6:30-9:30

Room: L320 TECH

Office: TBA

Phone: TBA

Estimated Enrollment: 40

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; 1ST CLASS MANDATORY

TEACHING METHOD: Lectures and discussion

EVALUATION: Homework and Project.

TEXT: TBA

SANJAY MEHROTRA

Industrial Engineering and Management Sciences

D50-2 MATHEMATICAL PROGRAMMING II

Time: MWF 1:00

Room: 3829 TECH

Office Address: MSLB 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%.

TEXT: TBA

SANJAY MEHROTRA

Industrial Engineering and Management Sciences

D54 LARGE-SCALE OPTIMIZATION

Time: MWF 3:00

Room: A310

Office: MLSB 1081

Phone: 1-3077

Expected Enrollment: 20

COURSE DESCRIPTION: Introduction to practical methods for solving large optimization problems on a computer, using linear programming as a principal example. Topics include: modeling languages and systems, data structures, sparse matrix factorization and updating, simplex pricing strategies, and preservation of numerical accuracy. Other problems of optimization (nonlinear, combinatorial, or special-structured) will be considered as time permits.

PREREQUISITES: IE D50 or an equivalent knowledge of linear programming; ability to program a computer.

TEACHING METHOD: Two 90-minute lectures per week.

EVALUATION: Grades will be based on a series of projects, rather than examinations. Projects will emphasize programming of a large-scale algorithm in the first part of the course, and then formulation and analysis of a large-scale application in the second part.

TEXT: TBA Chvatal, Linear Programming, W. H. Freeman, 1983. Gill, Murray, and Wright, Practical Optimization, Academic Press, 1981. WTR 95-96

BARRY NELSON

Industrial Engineering and Management Sciences

D60-1 STOCHASTIC MODELS

Time: MWF 11:00

Room: L316 TECH

Office: MLSB 2009

Phone: 491-13747

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: TBA

WALLACE HOPP

Industrial Engineering and Management Sciences

D71 PRODUCTION AND MATERIALS MANAGEMENT

Time: MTH 3:00-5:00

Room: L313

Office: MLSB 4083

Phone: 491-3669

Expected Enrollment: 60

COURSE DESCRIPTION: This is a course on the basic concepts and techniques of operations management, as relevant in the 1990's. The foundation of the course is a system of manufacturing "laws" which are the basis for Factory Physics. These laws relate the various measures of plant performance, such as throughput, cycle time, work-in-process, variability, and quality, in a consistent manner and provide a framework for evaluating classical operations management techniques as well as evolving new strategies. Both concepts and methods are illustrated via a combination of computer simulations and real-life case studies.

PREREQUISITES: A keen logical mind is essential. Basic probability and statistics is helpful.

MMM STUDENTS ONLY.

EVALUATION: Grades will be based on a case study (20%), a midterm examination (35%), a final examination (35%), and class participation (10%).

TEACHING METHOD: Two class meetings per week consisting of a combination of lecture and class discussion. Students will form study groups (4 students per group) to work jointly on the case studies.

TEXT: TBA

YEHUDA BASSOK

Industrial Engineering and Management Sciences

D73 MANUFACTURING AND DISTRIBUTION STRATEGY

Time: TF 3-5

Room: L313

Office Address: MLSB 1085

Phone: 491-5538

Expected Enrollment: 55

COURSE DESCRIPTION: This course is designed to develop the understanding of industrial organizations that are competing in global markets. Analytical tools, as well as informal decision processes, are used to develop competitive strategies in the areas of procurement, production, and distribution of goods.

PREREQUISITES: MMM STUDENTS ONLY.

TEACHING METHOD: Lecture two times per week.

EVALUATION: Final exam and cases.

TEXT: TBA

DAVID SIMCHI-LEVI

Industrial Engineering and Management Sciences

D80-1 PRODUCTION AND ECONOMICS 1

Time: T TH 10:30-12:00

Room: 4396 TECH

Office: MLSB 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: TBA

BRUCE ANKENMAN

Industrial Engineering and Management Sciences

D90-0-20 Quality Improvement by Experimental Design

Time: T Th 2:30-4:00

Textbook:

"Statistics for Experimenters" Box, Hunter, and Hunter, 1987 Software: MINITAB Achieving lasting quality improvements in products or processes often requires the use of experiments. This course is intended to provide students with the guiding principles and specific techniques needed to design such experiments and to make conclusions from the resulting data. Many types of data will be investigated and real life examples will be used to demonstrate the methods. The course will include projects in which the students will get hands-on experience with designing and executing quality improvement experiments. Emphasis will be placed on industrial examples but other types of examples will be used and students with interests outside of industry are also welcomed.

Topics which will be covered:

- Understanding and Controlling Variation (Blocking and Randomization)
- Planning and Designing Experiments (Measurement Processes, Factorial Experiments)
- Experiments with many Factors (Fractional Factorial Experiments & Taguchi Methods)
- Dealing with Unusual Data (Data Transformations)
- Visual Display of Data (Cube Plots, Contour Plots, Stratified Plots)
- Graphical and Statistical Experimental Analysis (Effect Analysis, Normal Plots, Prediction Models, Diagnostic Plots, Multiple Response Charts)

- Robustness Experiments (Split Plot Experiments, Variance Effects)
- Finding Optimum Operating Conditions for a Process (Sequential Experimentation, Response Surface Methodology)

Prerequisites: At least one statistics course required, CO5 is preferred. WTR 95-96

DAVID SIMCHI-LEVI

Industrial Engineering and Management Sciences

D90-0 Section 21 Advanced Logistics Research

COURSE DESCRIPTION TO BE ANNOUNCED.

ctec@northwestern.edu

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Last Updated: November 6, 1995

Materials Science

Vinayak P. Dravid

Material Science and Engineering, 750-A90

FRESHMAN SEMINAR IN MATERIALS SCIENCE AND ENGINEERING: FRONTIERS IN ELECTRON MICROSCOPY

Office Address: 3013A MLSB

Phone: 467-1363

Expected Enrollment:

COURSE DESCRIPTION: Have you ever wondered how a bug looks like when magnified 10,000 times, even more than 100,000 times? How about a music CD or a Pentium chip? Well..this course is all about "structure" of all types of materials, from metals to semiconductors to biological materials. This is a laboratory oriented course and is designed to teach materials science and engineering using scanning electron microscopy and scanning tunneling microscopy. First, principles of SEM and STM are taught in class, and the training is using these two types of microscopes in provided in the laboratory. Second, students carry out projects of their design on structure and properties of materials using SEM. Third, reporting of the project results via an oral presentation and a written report is required at the end of the quarter.

PREREQUISITES: Open for all freshman or permission of the instructor.

TEACHING METHODOLOGY: Eight 1.5 hour lectures and six 2-hour laboratories are given during the first four weeks. From the fifth to the ninth week, groups of two students carry out their projects utilizing the knowledge and techniques acquired in the first four weeks. Individual discussion sessions with the instructor are to be arranged. Results of projects are reported orally in class and also in a written report at the end of the quarter. The course will utilize various multimedia tools, including 2DD, 3DD animation, video clips and much more.

METHODS OF EVALUATION: The grading is based on results of a quiz at the end of the fourth week (25%) and the performance in laboratory sessions (25%). The project report (oral and written) accounts for the balance.

READING: Scanning Electron Microscopy and X-ray Microanalysis, Goldstein et al (not a require text).

EXAMPLES OF PAST PROJECTS: Studies of bone structure, coagulation of blood cells on vascular prosthetics, correlation between particle size and abrasiveness in commercial cleaners, flashlight bulb filaments, fracture surfaces, integrated circuit structures, panty hoses and many more.

D. Lynn Johnson

Materials Science and Engineering, 750-B01(20)

PRINCIPLES AND PROPERTIES OF MATERIALS

Office Address: 3019 MLSB

Phone: 491-3584

Expected Enrollment: 40

COURSE DESCRIPTION: Introduction to structure of solids from the size scale of atoms and molecules through nanometer, micrometer and millimeter size scales, how these are influenced by processing, and the interrelationships among processing, structure, properties and performance of materials. Applications of metals, ceramics, polymers, electronic materials, and composites in traditional and new technologies. Intelligent choice of materials for various applications. Materials Design.

PREREQUISITES: Chem A02 and Phys A35-1.

TEACHING METHODOLOGY: Three lectures and one problem session per week. The problem sessions will be devoted largely to questions and discussions of homework problems. Practical examples will be used to highlight different materials issues whenever possible.

METHOD OF EVALUATION: Course grades will be determined from homeworks (20%), two midterm examinations (25% each), and a final (30%).

TEXT: D.R. Askeland, The Science and Engineering of Materials, PWS Publishing Co. (1994) (Third Edition).

Michael J. Bedzyk

Materials Science and Engineering, 750-B01(21)

PRINCIPLES AND PROPERTIES OF MATERIALS

Office Address: Room 1011B MLSB

Phone: 491-3570

Expected Enrollment: 35-40

COURSE DESCRIPTION: Introduction to the relations of structure and properties of solid materials. Consideration of the development and control of structure through phase equilibrium and nonequilibrium reactions. Defect structure of real materials. Brief treatment of diffusion, heat treatment, plasticity, fracture, corrosion and electrical properties of solids.

PREREQUISITES: Chemistry A03 and Physics A35-1.

TEACHING METHODOLOGY: Three lectures and one recitation/laboratory session per week. The recitation will be devoted to questions and discussions of homework problems. The laboratory

used for demonstrations.

METHOD OF EVALUATION: Course grade will depend upon 2 examinations (25% each), homework (20% total), and the final examination (30%).

TEXT: Callister, Materials Science and Engineering, J. Wiley.

Hamlin Jennings

Materials Science and Engineering, 750-B03

MICROSTRUCTURE ENGINEERING PROPERTIES OF MATERIALS

Office Address: A131 Tech

Phone: 491-4858

Expected Enrollment: 30-40

COURSE DESCRIPTION: Processing, microstructure, and properties of engineering materials with emphasis on structural materials such as concrete, steel, wood, glass, and ceramics.

PREREQUISITES: Chem A02 and Math B14-3

TEACHING METHODOLOGY: Four one-hour lectures per week and periodic laboratory demonstrations.

METHOD OF EVALUATION: Projects, exams and homework.

TEXT: Callister, "Materials Science and Engineering", Wiley, 3rd Edition.

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. Film Forming and Coating Processes: Extrusion (polymeric systems), Vapor Deposition Methods (PVD and CVD), Electrocoatings (electroplating; electrostatic coatings; anodizing), Fluid Coating (paints; "galvanizing").

4. 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: Five homeworks, one mid-term exam, a team project, and a take-home final exam.

TEXT: D.A. Colling and T. Vasilos, "Industrial Materials: Vol. 1 Metals and Alloys, and Vol 2 Polymers, Ceramics and Composites, Prentice Hall, New York, 1995.

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.

TEXT: David R. Gaskell, Introduction to Metallurgical Thermodynamics, 3rd Edition, NY, McGraw.

Kenneth R. Shull

Materials Science and Engineering, 750-C31

PHYSICAL PROPERTIES OF POLYMERS

Office Address: Room 3051 MLSB

Phone: 467-1752

Expected Enrollment: 25

COURSE DESCRIPTION: This course deals with the structure-property relationships in solid polymers. Polymers in the rubbery, glassy and semicrystalline states will be treated. Laboratory exercises (see below) are designed to familiarize the student with experimental methods for determining structures and properties of polymers. Emphasis will be placed on characterization and microstructure.

PREREQUISITES: Materials Science 750-B01 or equivalent. P/N allowed.

TEACHING METHODOLOGY: Three lectures and one three hour laboratory per week. There will be weekly homework assignments, one midterm, and one final exam.

METHOD OF EVALUATION: Course grades will be determined from homeworks (20%), lab reports (25%), midterm (25%) and final (30%).

TEXT: Course notes available from MSE department office.

Julia Weertman

Materials Science and Engineering, 750-C51-1

INTRODUCTORY PHYSICS OF MATERIALS

Office Address: 1139 MLSB

Phone: 491-5353

Expected Enrollment: 20

COURSE DESCRIPTION: Introduction to quantum mechanics with applications to materials, bonding, free electron behavior, bands and lattice vibrations.

PREREQUISITES: Phys. A35-1, 1, 4 and Math B21.

TEACHING METHODOLOGY: Three one-hour lectures per week with discussion, homework, midterm and final exam.

TEXT: Richard H. Bube, Electrons in Solids, Academic Press, 3rd edition.

ADDITIONAL RECOMMENDED READING: Introduction to Solid State Physics, C. Kittel, J. Wiley, all editions; Principles of Solid State Physics, R.A. Levy, Academic Press. Lectures on the Electrical Properties of Materials, L. Solymar & D. Walsh, Oxford University Press, 3rd Edition (or newest edition).

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.

TEXT: James W. Mayer and S.S. Lau, Electronic Materials Science: For Integrated Circuits in Si and GaAs. (Macmillan, New York, 1990). Required.

Gregory B. Olson

Materials Science and Engineering, 750-C96

SENIOR PROJECT

Office Address: Room 2021 MLSB

Phone: 491-2847

Expected Enrollment: 17

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

COURSE DESCRIPTION: Thermodynamic functions via statistical mechanics. Quantum states, quantum statistics, heat capacity, magnetism, phase transformations, thermal and electrical conductivity. Kinetic theory and transport.

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.

RECOMMENDED TEXT: J.M. Yeomans, Statistical Mechanics of Phase Transitions, Clarendon Press, Oxford, 1992.

Paul C.W. Davies and David S. Betts, Quantum Mechanics, Chapman and Hall, 2nd Edition 1994.

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 Dislocation Theory, Oxford University Press (1992). P.G. Shewmon, Diffusion in Solids 2nd Edition.

READING LIST: D. Hull and D.J. Bacon, Introduction to Dislocations 3rd Edition (Pergamon Press, 1984). R. Tilley, Defect Crystal Chemistry, Chapman & Hall.

David N. Seidman

Materials Science and Engineering, 750-D12

INTERFACES IN CRYSTALLINE SOLIDS

Office Address: 1013A MLSB

Phone: 491-4391

E-mail: d-seidman@northwestern.edu

Expected Enrollment: 12

COURSE DESCRIPTION: Structure, thermodynamics, and kinetic behavior of internal interfaces in crystalline solids. Applications to mechanical and electronic properties; metals, ionic solids, and semiconductors.

PREREQUISITES: D01 or equivalent.

TEACHING METHODOLOGY: 3 Lectures

METHOD OF EVALUATION: To be announced.

SUGGESTED TEXT ONLY (NOT REQUIRED): A.P. Sutton and R.W. Balluffi, "Interfaces in Crystalline Materials", (Oxford Science Publications, 1995).

M. Meshii

Materials Science and Engineering, 750-D60

ELECTRON MICROSCOPY AND DIFFRACTION

Office Address: 1129 MLSB

Phone: 491-3213

Expected Enrollment: 16

COURSE DESCRIPTION: This course covers elementary theories, methods and operations in transmission electron microscopy (TEM) and prepare graduate students in applying TEM in their materials research. The lectures include nature of electrons, electron lens optics, electron diffraction, theories of image contrast and applications of TEM in structure analysis. The laboratory instruction includes methods of specimen preparation, operation and calibration of a transmission electron microscope, photography involved in TEM, and various methods of observing and recording specimen structures.

PREREQUISITES: Math B14-3 and Phys. A35-1, 2, 3. MSc, C16-1, 2 and C62 would be helpful.

TEACHING METHODOLOGY: Two 1_ hour lectures/week are accompanied with one 4- hour laboratory session/week in which students are divided into small groups for operation of electron microscope and for specimen preparation. Students are required to demonstrate their competence in operation, alignment, maintenance and minor troubleshooting of an electron microscope before the end of the quarter. Additional microscope time is provided for practice upon request.

METHODS OF EVALUATION: A mid-term (20%) and final examination (40%) are given. In addition, the laboratory report is required at the end of the quarter (40%). The activities in discussion sessions and laboratory sessions are counted positively toward raising grade.

TEXTBOOK: L.E. Murr, Electron and Ion Microscopy and Microanalysis, Marcel Dekker, 1982.

REFERENCE: P.B. Hirsch et al, Electron Microscopy of Thin Crystals, Krieger Publications, 1977.
C.E. Hall, Introduction to Electron Microscopy, 2nd Ed., McGraw-Hill, 1966.

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[Northwestern University](#)

Last Updated: November 7, 1995

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.)

REFERENCES: Cromwell, Leslie, et. al. Biomedical Instrumentation & Measurements, 2nd ed., Prentice Hall, 1973.

Brown, Jacobs, Stark, Biomedical Engineering.

Alpern, et. al., Sensory Processes.

Stevens, Neurophysiology: A Primer.

David J. Mogul

Biomedical Engineering Department, 0765-B20

INTRODUCTION TO BIOSTATISTICS

Time: MWF 9:00 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 examination. **TEXT:** W.W. Daniel, Biostatistics: A Foundation for Analysis in the Health Sciences.

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-F 2:00 p.m.

Place: Lecture Tech M351, Discussion 20-Tech L320, Discussion 21-Tech A110

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.

TEXT: Berne, R.M. and Levy, M.N., Cardiovascular Physiology, 6th ed., Mosby, 1992.
West, J.B., Respiratory Physiology, 4th ed., Williams & Wilkins.

Lina Massone

Biomedical Engineering Department, 0765-C21

THEORY AND CONTROL OF BIOLOGICAL SYSTEMS

Time: TTh 9-10:30 a.m.
Place: Tech L316
Office Address: Tech M392
Phone: 491-7297
Expected Enrollment: 30

COURSE DESCRIPTION: The objective of this course is to introduce students to linear control system analysis of regulatory mechanisms from a biological perspective. Course contents include the following: mathematical foundations, transfer functions, mathematical modeling of physical systems, state-variable analysis of linear dynamical systems, and stability of linear control systems.

PREREQUISITES: Math B21 or equivalent or graduate standing.

TEACHING METHODOLOGY: Lecture.

EVALUATION: Midterm and final exams.

TEXT: Benjamin C. Kuo, Automatic Control Systems, Prentice Hall, 1991.

Ernest Byrom

Biomedical Engineering Department, 0765-C26

PHYSIOLOGICAL IMAGING

Time: MWF 9:00-10:00 a.m.

Place: Tech B396

Office Address: Evanston Hospital, Division of Cardiology, Room 300 Burch

Phone: (708) 570-2642

Expected Enrollment: 25

COURSE DESCRIPTION: Medical images applied to physiological measurement. The emphasis will be on radionuclide imaging and the design of measurement methods based on digitized gamma camera images. Tomographic reconstruction with x-rays (CT) and radionuclides (SPECT). Related positron emission and digital angiography techniques. Includes computer exercises in image manipulation.

PREREQUISITES: None

TEACHING METHODOLOGY: Three one-hour lectures per week.

EVALUATION: Homework including a computer image-manipulation project, midterm and final.

TEXT: Ramesh Chandra, Introductory Physics of Nuclear Medicine, Lea and Febiger, 1987 (3rd

edition).

S.M. Collins and D.J. Skorton, Cardiac Imaging and Processing, McGraw Hill, 1986.

READING LIST:

E.E. Christensen, T.S. Curry and J.E. Nunnally, An Introduction to the Physics of Diagnostic Radiology, Lea and Febiger, 1972 and subsequent editions.

G.H. Simmons, The Scintillation Camera, Society of Nuclear Medicine, 1989.

M.L. Goris and P.A. Briandet, A Clinical and Mathematical Introduction to Computer Processing of Scintigraphic Images, Raven Press, 1983.

M.J. Gelfand and S.R. Thomas, Effective Use of Computers in Nuclear Medicine, McGraw-Hill 1988.

A. Bossuyt and F. Deconinck, Amplitude and Phase Patterns in Dynamic Scintigraphic Imaging, Nijhoff 1984.

Jeremy Gilbert

Biomedical Engineering, 0765-C43

BIOMATERIALS AND MEDICAL DEVICES

Time: TTh 3-4:30 p.m.

Place: Tech 1667

Office Address: Ward 10-019, Chicago Campus

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 device. 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.

TEXT: J.B. Park, Biomaterials Science and Engineering, Plenum Publishing Corp., 1984.

Thomas Buchanan

Biomedical Engineering Department, 0765-C62

MUSCULOSKELETAL BIOMECHANICS

Time: TTh 4:30-6 p.m.

Place: Tech 1667

Office Address: Rehabilitation Institute of Chicago, Room 1406, Chicago Campus

Phone: (312)908-2199

Expected Enrollment: 30

COURSE DESCRIPTION: An introductory class in orthopaedic biomechanics. Topics include: mechanical properties of bone, cartilage, ligament, tendon, and muscle, biomechanical coordinate systems, kinesiology, and constitutive properties of tissue. Applications include: modeling joint forces and motion, joint replacement, ligament repair, neuromuscular stimulation, EMG analysis, and gait analysis.

PREREQUISITES: CE-B12

TEACHING METHODOLOGY: Most classes will be based on lectures by the professor. One or more classes will be taught by other experts in the field. Student presentations will be given the last two weeks of class.

EVALUATION: The grade will be based on homework, three exams (one of these being the final), and a paper presentations.

TEXT: TBA

Matthew R. Glucksberg

Biomedical Engineering Department, 765-C71

MECHANICS OF BIOLOGICAL TISSUE

Time: MW 11:00-1:00

Place: Tech 1395

Office Address: Tech E368

Phone: 491-7121

Expected Enrollment: 24

COURSE DESCRIPTION: Elasticity, viscoelasticity, pseudoelasticity and failure in biological

systems. Large strain, nonlinear analysis of soft tissue. Rheological properties of blood, bone and cartilage.

PREREQUISITES: CE-B16 or equivalent.

TEACHING METHODOLOGY: Two 2 hour lectures and one discussion per week.

EVALUATION: Mid-term, final and homework.

TEXT: Y.C. Fung, Biomechanics.

Lyle F. Mockros

Biomedical Engineering Department, 0765-C72

CARDIOVASCULAR MECHANICS

Time: TTh 2:30-4:30 p.m.

Place: Tech 1396

Office Address: Tech E280

Phone: 491-3172

Expected Enrollment: 30

COURSE DESCRIPTION: Mechanical aspects of the human circulation system. General description of geometry, kinematics, mean pressures, and the cardiac cycle. Blood rheology. Blood vessel rheology. Pressures and flows in the arterial system. Cardiac muscle mechanics.

PREREQUISITES: ME B41, BME C02 or D02 or permission of instructor.

TEXT: TBA

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 METHODOLOGY: Three one-hour lectures per week.

EVALUATION: Regular homework, midterm, final exams and term paper.

READING LIST: L.A. Geddes and L.E. Baker, Principles of Applied Biomedical Instrumentation, Wiley-Interscience, NY.

R.M. Berne and M.N. Levy, Cardiovascular Physiology, C.V. Mosby, St. Louis.

TEXT: J.G. Webster (ed.), Medical Instrumentation: Application and Design, Prentice Hall, Englewood Cliffs.

Thomas K. Goldstick

Biomedical Engineering Department, 0765-C90

BIOMEDICAL ENGINEERING DESIGN

Lecture and Lab: TTh 10:30-2:30

Place: Tech L316

Office Address: Tech E254

Phone: 491-5518

Expected Enrollment: 58

POSSIBLE DESIGN PROJECTS:

Buchanan, Biomechanics: Device to measure passive and active torques at the knee.

Delp, Biomechanics: Air bag for automobile head rests.

Epstein, Instrumentation: Home health care delivery using interactive system adapted from existing technologies (e.g., security surveillance) to monitor patients at home.

Epstein and Troy, Instrumentation: Devices for communicating with paraplegics, e.g., eye position tracker to interface computer enabling communication.

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.

Glucksberg and Sahakian, Biomechanics and Instrumentation: Device to place and monitor the position of an endotracheal tube in premature infants.

Grotberg and Mockros, Biomechanics and Transport: Computer software to analyze and evaluate

ventilation in diseased human lungs for diagnosis and treatment.

Healy, Biomaterials: Biologically modified implant materials to improve biomedical device performance.

Healy, Biomaterials: Artificial extracellular matrix to promote regeneration of tissues and organs.

Healy and Childress, Biomaterials: Materials for direct skeletal attachment of prosthetic limb.

Kelso, Biosensors: Cardiac drug monitor - Device for use in the ICU which measures levels of drugs as often as necessary with rapid turnaround time.

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.

Kelso, Biosensors: Fish checker - Device to measure levels of PCB's, Hg and other environmental pollutants in Lake Michigan fish.

Kelso, Biosensors: 3rd world cholera test - Device for economically diagnosing cholera in underdeveloped countries.

Kelso, Biosensors: Early Alzheimer's diagnostic - Detect early-stage Alzheimer's disease by measuring newly discovered markers.

Kelso, Biosensors: Home patient monitor - System for monitoring critical parameters at home and transmitting them to central site.

Kelso, Biosensors: Environmental noise eliminator - Device which actively cancels offending sounds.

Kertesz, Physiological Signal Analysis: Software for computer simulation of physiological processes to detect pathology.

Linsenmeier, Instrumentation: Chamber to measure retinal and RPE resistances.

Mockros, Biomechanics and Transport: Blood component separator; artificial lungs.

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.

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.

Mogul and Troy, Instrumentation: Automated system for comparing sequences of proteins. Application of one-dimensional pattern analysis using neural net method.

Rymer, Rehabilitation: Device to quantify neurological disorder.

Sahakian, Computers: Device for remote arrhythmia analysis for ambulatory subjects.

Sahakian, Computers: Device for monitoring breathing rate based on analysis of continuous record of sound, for unrestrained patients.

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.

Walsh and Kelso, Instrumentation and Biotechnology: Automated image processing to digitize pattern on a slide or enzyme electrophoresis patterns. Optical scanner.

Walsh and Wigdor, Instrumentation: Dental handpiece for the delivery of laser radiation and cooling water spray.

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.

David J. Mogul

Biomedical Engineering Department, 0765-C95-20

BIOLOGY FOR ENGINEERS

Time: TTh 8:30-10 a.m.

Place: Tech LR8

Office Address: Tech E354

Phone: 491-3536

Expected Enrollment: 40

COURSE DESCRIPTION: This new course is designed for undergraduate engineering majors in all disciplines. The focus will be on cellular and molecular biology although topics related to ecosystems will also be presented. Because no prior biology background is required, basic nomenclature and elementary biochemistry will be covered. This course is not intended for students who are already pursuing or intend to enroll in the Biology B10 sequence. Specific topics covered will include: Biochemistry of proteins and glycolysis; fundamentals of Mendelian genetics, variations, recombinant DNA, and gene regulation; population growth; evolution and species formation; and plant vs. animal energetics including photosynthesis. Where appropriate, a quantitative approach will be taken.

PREREQUISITES: Chemistry A01, A02 and Math B14-1; or consent of instructor.

TEXT: Life. The Science of Biology. Purves, Orians, and Heller. Sinauer Associates. 1995.

David M. Kelso and Penny Hirsch

Biomedical Engineering Department, 0765-C95-21 and English Department, 0419-A05-20

ENGINEERING DESIGN AND COMMUNICATIONS

Time: BME: TTh 4-6; English: MWF 11-12

Place: BME: Tech 2307; English: TBA

Office Address: Tech E384 and 1902 Sheridan

Phone: 467-2167 and 491-4969

Expected Enrollment: 15

COURSE DESCRIPTION: These two courses, taken together, offer an introduction to real-world engineering design. You'll work together, in teams, taking products through the design process from the definition of user requirements to the development of new concepts. This will be accomplished using many of the techniques employed by engineers in industry.

Since product design demands that an engineer communicate with both technical and non-technical

people, you'll study ways to write for different audiences ranging from fellow engineers, technical experts and managers to users, sales reps, accountants and lawyers.

You must register for both BME C95-21 and the -20 section of ENG A05. BME C95-21 will count as an unrestricted elective, and ENG A05-0-20 will fulfill the written communications requirement. Enrollment is limited to 15.

BME C95-21

COURSE DESCRIPTION: Introduction to the design process including definition and validation of product requirements, generation of product specifications, development of a range of system concepts, project planning and assessing the business opportunity.

TEACHING METHODOLOGY: Short lectures followed by team projects, oral and written reports.

EVALUATION: Project reports

TEXT: None

PREREQUISITES: None

ENG A05-0-20

COURSE DESCRIPTION: Introduction to the writing process and to techniques for writing effective papers and reports. All writing assignments will be coordinated with the assignments in BME C95.

TEACHING METHODOLOGY: Workshop, discussion, individual conferences.

EVALUATION: Papers and final portfolio of writing.

TEXT: Anderson, Technical Writing.

PREREQUISITES: None

ctec@northwestern.edu

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