

Fall 1993 Course Descriptions

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 - [College of Arts and Sciences](#)
 - [School of Speech](#)
 - [McCormick School of Engineering & Applied Science](#)
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School of Education and Social Policy

- [0205 Educational Processes](#)
 - [0225 Human Development and Social Policy](#)
 - [0230 Counseling Psychology](#)
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College of Arts and Sciences

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School of Speech

- [0601 - Communication Studies](#)
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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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Fall 1993 Course Descriptions

0205 Educational Processes

Staff

Education/Social Policy EDPR, B10

INTRODUCTION TO STATISTICS AND RESEARCH METHODOLOGY

Time: T 9:00-11:30

COURSE DESCRIPTION: This course is designed as a survey of quantitative methods in the social sciences. It begins by contrasting quantitative and nonquantitative ways to answer questions, overviewing ten potential techniques. Since all quantitative methods begin with measurement, this topic, along with validity and reliability, is covered next. The middle part of the course covers exploratory data analysis and data presentation with tables and graphs. The course ends with the issue of inference. First traditional statistical inference; then errors of inference due to measurement errors and overgeneralization of the results.

PREREQUISITES: None. P/N permitted.

William Hazard

Education/Social Policy EDPR, B11

INTRODUCTION TO ORGANIZATION THEORY AND PRACTICE

Time: MW 1:00-2:30

Office Address: 4-166 Andersen Hall

Phone: 491-3713

COURSE DESCRIPTION: This course is an introductory examination of the interaction of people in organizational settings. The primary object of this examination is to acquaint the students with the nature and dynamics of the organizational setting and the consequences of the variable interactions between organizations and the people impacted by them. Much of the course will focus on defining and clarifying the key terms used in the research and practice literature. We will rely heavily on literature as the source

of information but, so far as feasible, will encourage students to draw upon their experience to supplement and enrich meaning.

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

EVALUATION: The grade will be derived from the following elements: annotated bibliography, a field study report, quizzes, midterm and final examinations.

READING LIST:

Mitchell, Terrance R. and Larson, James R., Jr. People in Organizations:
An Introduction to Organizational Behavior. 3rd edition.
McGraw-Hill Book, 1987. (Available at Norris Bookstore.)

Staff

Education/Social Policy EDPR, B41

METHODS AND TECHNIQUES OF TEACHING AT THE SECONDARY LEVEL

Time: T 1:00-4:00

COURSE DESCRIPTION: B-41 is the introductory course to teaching at the secondary level. It precedes and prepares the student for a methods course in a specific teaching field and the student teaching experience. In B-41, students are introduced to teaching philosophies and methodologies and models of instructional design through a planned set of activities that include lecture, discussion, demonstration, observation, simulation, individual and group work. Teaching is addressed as both an art and a science in this course. Students will be actively involved in the course through the preparation, execution, evaluation and revision of varied learning experiences. The goal of the course is to provide a practical and useful foundation for high quality, effective instruction that is based on an understanding of the student and his/her learning-related needs and characteristics.

Toward this end, class participants will be required to complete regular reading and writing assignments, perform thoughtful observations in the field, and develop and present original instructional episodes for analysis and evaluation including a final mini-lesson project.

PREREQUISITES: Permission of School through the Office of Student Affairs, Andersen Hall.

TEACHING METHOD: Highly varied including guided field experiences and dependent upon active student participation and involvement.

EVALUATION: Weight is given to the quality of field observations and write-ups, other assignments and projects, class participation and final exam.

REQUIRED DISCUSSION SECTION TBA

Education/Social Policy EDPR, C23

FOUNDATIONS OF READING AND LANGUAGE ACQUISITION

Section 20 Elementary Crafton

Section 21 Secondary Lee, C.

Time: M 4:00-7:00

Staff

Education/Social Policy EDPR, C54, C55, C56, C57, C58, C59

TUTORIAL IN EDUCATION: THE CO-TEACHING EXPERIENCE

Time: W 4:30-7:00

C54 CO-TEACHING IN ART Kondor

C55 CO-TEACHING IN FOREIGN LANGUAGES Koerner

C56 CO-TEACHING IN ENGLISH Boyle

C57 CO-TEACHING IN SECONDARY MATHEMATICS Sextro

C58 CO-TEACHING IN SCIENCE Halsted

C59 CO-TEACHING IN SOCIAL SCIENCE Edstrom

COURSE DESCRIPTION: Provides for an analysis of teaching content and development of learning experiences, methods and educational techniques appropriate to the teaching of

secondary school. Covers literature, research and scholarly content in teaching methodology. Minimum of 50 hours of teaching activities in secondary school classroom. Topics covered include:

1. Curricula developed by various publishers and school districts;
2. Textbooks and other supplementary materials appropriate for classroom use, as well as auxiliary audio-visual materials;
3. Adapting curricula and materials for the exceptional learner;
4. Equipment and supplies for a junior or senior high school course and knowledge of how to order them;
5. Preparation and teaching of lesson plans;
6. Methods of individualizing instruction;
7. Writing test questions that measure knowledge, application of knowledge, analysis, synthesis, and evaluation;
8. Types of problems currently confronting teachers and consideration of logical solutions to these problems;
9. Professional education literature, organizations, and conferences related to the teaching of a given content area specialization;
10. Behavior management.

PREREQUISITES: 205-B41, Methods and Techniques of Teaching at the Secondary Level, or concurrent enrollment.

Staff

Education/Social Policy EDPR, C72

METHODS OF OBSERVING HUMAN BEHAVIOR

Time: TTh 1:00-2:30

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

PREREQUISITES: P/N is not allowed.

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

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Fall 1993 Course Descriptions

0225 Human Development & Social Policy

Lee Anderson

Education/Social Policy HDSP, B01

INTRODUCTION TO SOCIAL POLICY

Time: TTh 1:00-2:30

Office Address: 4-156 Andersen Hall

Phone: 491-5420 or 491-2649

COURSE DESCRIPTION: This course is designed to introduce students to central issues in social policy. The goal is to give students an understanding of what social policy is and how to evaluate its effectiveness. Particular attention will be given to broad policy design issues and the purposes of human service intervention. It is expected that each student will formulate criteria for evaluating policy choices.

EVALUATION: The student's grade for this course will be based upon attendance, class participation, oral presentation, a short midterm and a take-home final.

Logan

Education/Social Policy HDSP, C01

HUMAN DEVELOPMENT: CHILDHOOD AND ADOLESCENCE

Time: MW 9:00-10:30

COURSE DESCRIPTION: This is an introductory lecture course for students interested in human development over the life span. Some of the students will be majors in this area; some will not. All undergraduate students are welcome. The course is the first of a two-quarter sequence offering an overview, from the perspective of child development research findings, of basic concepts and issues in Human Development. Because human relationships are so important to human development, we emphasize both cognitive and social development and consider how these develop within the context of relations between the child and both significant

caregivers and social institutions such as families and schools.

PREREQUISITES: None. P/N is allowed.

TEACHING METHOD: This is primarily a lecture course, though there will be some discussion groups to discuss particular readings in more detail.

Margaret Lee

Education/Social Policy HDSP, C83

PRACTICUM IN HUMAN DEVELOPMENT

Time: TBA

Office Address: Andersen Hall, 1-196 and 1-190

Phone: 491-3878 and 491-3791

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:

1. The Practicum Director initiates phone contacts with the student's onsite supervisor.
2. The onsite supervisor submits a Supervisor's Mid-Term Evaluation of Student's Performance.
3. The onsite supervisor submits a Supervisor's Final Evaluation of Student.
4. The student fulfills attendance requirements at scheduled meetings - beginning, middle and end of quarter.
5. The following written coursework is also evaluated as part of the course grade:

a. A two-page paper indicating what you expect to learn from your field experience (due in the first week of the practicum),

b. A ten-page paper explaining what you have learned from your field experience and how this knowledge might apply to future academic and professional plans (due in the last week of the practicum),

c. A written evaluation of the practicum site (due in the last week of the practicum).

Staff

Education/Social Policy HDSP C85-2

PRACTICUM ANALYSIS SEMINAR

Time: TBA

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 225-C83.

Staff

Education/Social Policy HDSP C96-7

Junior Tutorial

TBA

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Fall 1993 Course Descriptions

0230 Counseling Psychology

McAdams

Education/Social Policy CPSY C02

The Human Personality

MW 10:30-12:00

Office Address: AAH 3-148

Phone: 491-4174

COURSE DESCRIPTION: The course examines different psychological ways to comprehend the whole person in his or her complex societal and historical context. It asks a fundamental question in the social sciences and humanities, and indeed, in life in general: "How are we to understand the person?" Psychologically-informed scholars appear to have offered at least four tentative answers to this intriguing question, producing four very different and probably irreconcilable frameworks for studying persons. This course is organized around these four guiding concerns and their corresponding models and methods for understanding the person in social, cultural, and historical context.

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Fall 1993 Course Descriptions

Freshman Seminars

* * * ANTHROPOLOGY * * *

Leslie Ashbaugh

Anthropology A01-6, Sec. 20

ANTHROPOLOGY AND AFRICA: AUTOBIOGRAPHICAL WRITINGS

Time: TTH 10:30-12:00

Office Address: 1810 Hinman Ave.

Phone: 491-5402

Expected Enrollment: 15

COURSE DESCRIPTION: This freshman seminar introduces students to anthropology through writings about fieldwork undertaken in Africa. By examining a number of personal accounts of fieldwork, students will gain an understanding of what anthropologists actually do in the field, how that is affected both by the changing situation on the ground in Africa and the academic climate in which anthropologists work at home. The fieldwork accounts examined also raise questions about the extent to which the work of female and male anthropologists differs, and in general about how such accounts describe African societies in terms that differ from those used to characterize our own society. One of the personal accounts to be examined is written by an African woman writer whose activist orientation offers an indigenous contribution to the question of how anthropologists from the West are depicting Africa.

TEACHING METHOD: Interactive seminar style with student presentations, projects, and occasional films.

EVALUATION: Students are expected to write a reaction paper on the five autobiographies assigned. Each paper should be 5-7 pages. Each student will discuss their views about these readings in a first draft of each paper. Grades will be based on papers and class discussion.

READING LIST:

N. Barley, "Adventures in a Mud Hut: An Innocent Anthropologist

Abroad"

E. Bowen, "Return to Laughter"

A. Gottlieb & P. Graham, "Parallel Worlds: An Anthropologist and
A Writer Encounter Africa"

B. Head, "A Woman Alone: Autobiographical Writings"

E. Turner, "The Spirit and the Drum: A Memoir of Africa"

Diane Wallander

Anthropology A01-6, Sec. 21

WALKING WITH THE GREAT APES: GOODALL, FOSSEY AND GALDIKAS

Time: MW 3:00-4:30

Office Address: 1810 Hinman Ave.

Phone: 491-5402

Expected Enrollment: 15

COURSE DESCRIPTION: In this course we will examine the lives and works of the three primatologists, Jane Goodall, Dian Fossey and Birute Galdikas, who have contributed so significantly to our understanding of great ape biology and behavior. Our main goal is to understand how and why these scientists conducted their research. We will study several works written by and about Goodall, Fossey and Galdikas. In addition, we will view several films focussing on the apes and/or the researchers, and visit the Great Ape House at the Lincoln Park Zoo to gain first-hand knowledge of ape behavior. Students will be expected to read and be familiar with the required readings to intelligently participate in class discussion of the topics presented.

TEACHING METHOD: Discussion of the required readings, the viewing of several films, and a half-day field trip to the Lincoln Park Zoo in Chicago. Each student will also be expected to present in class a summary of one of his/her essays.

EVALUATION: Class participation, student presentations, and four papers written throughout the term. Students will have a fair amount of flexibility in choosing the topics for three of the four papers; the first paper will be a review of one of the four required readings.

READING LIST:

Dian Fossey, "Gorillas in the Mist"

Jane Goodall, "Through a Window"

Sy Montgomery, "Walking with the Great Apes"

Farley Mowat, "Woman in the Mists"

* * * ART THEORY AND PRACTICE * * *

James Yood

Art Theory A01-6, Sec. 20

CONTEMPORARY ART CRITICISM

Time: MW 2:30-4:00

Office Address: 42 Kresge

Phone: 491-7346

Expected Enrollment: 15

COURSE DESCRIPTION: The objective of this course is to define and open avenues of interpretation and individual criticism of a broad spectrum of contemporary visual art, together with selected historical background (presented in lectures) which form the twentieth century antecedents of more contemporary methods, theories and approaches. Exhibitions in Chicago and Evanston will provide the class opportunities to apply the strategies discussed in class. Among the themes we will examine will be the art market, feminism, the avant-garde, issues defining postmodernism, and the role of the critic in contemporary culture.

Prerequisite: 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.

EVALUATION: Grading will be based on participation in discussions, attendance in class and a series of papers.

READING LIST:

Sandy Nairne, "State of the Art: Art in the 1980s"

and a specially bound volume of readings by writers and critics, such as Clement Greenberg, Linda Nochling, Leo Steinberg

* * * BIOCHEMISTRY, MOLECULAR BIOLOGY, AND CELL BIOLOGY

Robert King
BMBCB A04-6, Sec. 20
GENETICS AND HUMAN WELFARE
Time: MWF 2:00-3:00
Office Address: 5-130 Hogan Hall
Phone: 491-3652
Expected Enrollment: 15

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

TEACHING METHOD: The instructor will lecture on the fundamentals of human genetics, methods of library research, and the techniques of scientific writing. Individual meetings will be set up to go over the manuscript at various stages of its development.

EVALUATION: Based on the combined grades given the first and second drafts of the review.

READING LIST:

Gelehrter & Collins, "Principles of Medical Genetics"
McMillan, "Writing Papers in Biological Sciences"

* * * NEUROBIOLOGY AND PHYSIOLOGY * * *

Douglas Burman
NBP A02-6, Sec. 20
SCIENCE AND THE SOUL
Time: TTH 9:00-10:30
Office Address: 2165 MLSB
Phone: 491-7374
Expected Enrollment: 15

COURSE DESCRIPTION: Through discussion and written assignments, students will learn to define and re-state issues with intuitive meaning into questions subject to scientific investigation, and to differentiate between issues which can and cannot be addressed through science. Reading material and discussions will address the possible role of the nervous system in characteristics commonly attributed to the soul, such as consciousness and free will (i.e., the ability to make choices). Using library sources to provide background information, small groups will write a short research proposal, then participate in the critical evaluation of the proposals of others.

TEACHING METHOD: Discussion

EVALUATION: Class participation, weekly writing assignments, final group project

READING LIST: None (Handouts and library assignments only)

* * * ECONOMICS * * *

Kiminori Matsuyama
Economics A01-6, Sec. 20
ECONOMICS IN EVERYDAY LIFE
Time: TTH 10:30-12:00
Office Address: 3-034 Leverone
Phone: 491-2528
Expected Enrollment: 15

COURSE DESCRIPTION: The most important reason for studying economics is to acquire the ability to think logically about economic issues, so that you could make your own judgments, making yourself immune to journalistic and political rhetorics. In short, learn how to think like economists. The goal of this course is to understand an economic way of thinking, by reading and discussing materials written by economists on the subjects that are familiar to most people in everyday life.

TEACHING METHOD: Discussion

EVALUATION: Class participation and several short papers with

revisions

READING LIST:

- A. Dixit and B. Nalebuff, "Thinking Strategically"
- R. Frank, "Passions within Reasons"
- S. Landsburg, "The Armchair Economist"
- T. Schelling, "Micromotives and Macrobehaviors"

Robert Coen

Economics A01-6, Sec. 21

GOVERNMENT INTERVENTION IN THE ECONOMY: PROS AND CONS

Time: TTH 3:30-5:00

Office Address: 2-108 Andersen Hall

Phone: 491-8207

Expected Enrollment: 15

COURSE DESCRIPTION: Government intervention in the U.S. economy has been and continues to be widespread, but its advocates are today very much on the defensive. 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 shall read and discuss some classic writings on these long-debated issues and examine them in the contemporary context of the Reagan-Bush years. We shall also study how other nations reconcile private and public interests in their economic policies.

TEACHING METHOD: Primarily discussion of assigned readings.

EVALUATION: Course grade based on class participation, 3-4 short papers, and a lengthier term paper.

READING LIST:

- R. Bartley, The Seven Fat Years
- S. Bowles, et al., After the Wasteland: A Democratic Economics for the Year 2000
- B. M. Friedman, Day of Reckoning: The Consequences of Economic Policy
- M. Friedman, Capitalism and Freedom
- F. A. Hayek, The Road to Serfdom
- R. Kuttner, The Economic Illusion: False Choices Between Prosperity and Social Justice
- A. M. Okun, Equality and Efficiency

Madhu Dubey

English A01-6, Sec. 20

NOVELS OF FEMININE DEVELOPMENT

Time: MWF 10:00-11:00

Office Address: 303 University Hall

Phone: 491-5675

Expected Enrollment: 15

COURSE DESCRIPTION: Women writers of various nationalities and historical periods have been drawn to the fictional genre of the bildungsroman, or the novel of development. In this course, we shall begin with an early British instance of the feminine bildungsroman, Charlotte Bronte's "Jane Eyre," which presents the classic features of the form: a linear plot culminating in the protagonist's marriage and in her achievement of a balanced relationship between herself and society. We shall then go on to read five twentieth-century novels from different cultures that directly or indirectly question the central thematic and formal assumptions of the classic feminine novel of development. Our discussion shall focus on the following questions: Why do so many of these novels refuse to offer a linear pattern of development? Why do the heroines of these novels find it so difficult to attain a coherent conception of identity? How do the patterns of self-development explored in these novels reveal the complex ways in which women writers of different cultures and periods have negotiated contemporary social and literary norms.

TEACHING METHOD: Discussion

EVALUATION: Three 5-6 page papers; one oral presentation; regular class attendance and participation in discussions.

READING LIST:

Charlotte Brontë, "Jane Eyre"

Tsitsi Dangarembga, "Nervous Conditions"

Dorris Lessing, "Martha Quest"

Toni Morrison, "The Bluest Eye"

Bharati Mukherjee, "Jasmine"

Jean Rhys, "Wide Sargasso Sea"

Kyra Auslander

English A01-6, Sec. 21

ROLE MODELS?--HEROISM AND CHOICE IN THE VICTORIAN NOVEL

Time: MWF 11:00-12:00

Office Address: 420 University Hall

Phone: 491-7294

Expected Enrollment: 15

COURSE DESCRIPTION: In this course, we will examine the ways in which heroism functions in a selection of popular, mid-Victorian novels. We will focus on three questions: How are narrative techniques (plot, language, imagery, etc.) used to portray heroism? What models of heroism are presented? and What assumptions do the novels offer about the relevancy of heroism as an ideal? In so doing, we will consider the ways in which social distinctions--of class, gender, and race--affect models of heroism. In addition, we will look at the ways in which all of these issues define and affect relationships among individuals: among characters, between narrators and characters, between the reader and the narrator, and so on.

TEACHING METHOD: Discussion

EVALUATION: Evidence given in written work and in class participation of students' thoughtful consideration of the readings and of the issues raised. Assignments: quizzes, short (10 min.) class presentations, mid-term paper (5 pp.) with required revision, and a final paper (6-8 pp). Improvement will count for a great deal in final evaluations.

READING LIST:

Charlotte Brontë, "Shirley"

Charles Dickens, "David Copperfield" and "Little Dorrit"

George Eliot, "Adam Bede" and "The Mill on the Floss"

Selected critical readings.

Barbara Anderson

English A01-6, Sec. 22

"FRAMED" FICTIONS

Time: TTH 10:30-12:00

Office Address: 420 University Hall

Phone: 491-7294

Expected Enrollment: 15

COURSE DESCRIPTION: In this course, we will read fictions that posit a narrative "frame"--that is, fictions that are enclosed within another fiction or narrative form. The first four novels we will read present stories within stories and thus multiple narrators; the latter two novels are ostensibly a pedophile's confession to a jury (*Lolita*) and a letter from a dying South African woman to her daughter in the U.S. (*Age of Iron*). We will discuss issues such fictions raise concerning the relationship of a novel's form and its content, as well as how these six narratives highlight various aspects of the development of the novel as a genre and changing representations of race and gender.

TEACHING METHOD: Discussion

EVALUATION: Class participation; short written responses to the novels; brief class presentation; one 5-6 page paper with one revision; one 7-8 page final paper.

READING LIST:

Emily Bronte, *Wuthering Heights* (Penguin)

J. M. Coetzee, *Age of Iron* (Vintage)

Joseph Conrad, *Heart of Darkness* (Norton, 3rd ed.)

Zora Neale Hurston, *Their Eyes Were Watching God* (Harper)

Vladimir Nabokov, *Lolita* (Vintage, annotated edition)

Mary Wollstonecraft Shelly, *Frankenstein or the Modern Prometheus* (Univ. of Chicago Press)

There will also be a course reader with a few short stories.

NOTE: Students must use the editions of the novels listed above.

Kathleen Carmichael

English A01-6, Sec. 23

MONSTERS, OUTCASTS, AND SOULS IN TORMENT: THE LATER GOTHIC NOVELS

Time: TTH 11:00-12:30

Office Address: 420 University Hall

Phone: 491-4991

Expected Enrollment: 15

COURSE DESCRIPTION: In this course, we will attempt to understand the continuing popularity of the Gothic novel (still one of the most lucrative sub-genres on the literary market) by examining some "classic" manifestations of this form in the late eighteenth and nineteenth century. We will examine the various ways in which the demonic wanderers who people these novels are (paradoxically) chosen by the text to give voice to contemporary social and political concerns. Particular attention will be paid to how these Gothic novels construct, parody, and render "uncanny" conventional representations of middle-class domestic life and, in doing so, establish literary trends and conventions which persist into twentieth-century mass culture. The class will conclude with a discussion of Bram Stoker's "Dracula," and a consideration of how this late nineteenth-century novel revises the earlier Gothic tradition in ways that would significantly influence the twentieth-century horror film.

TEACHING METHOD: Discussion, students presentations.

EVALUATION: Weekly short writing assignments, two 5-7 page papers, one 8-12 page paper.

READING LIST:

Emile Bronte, "Wuthering Heights"
William Godwin, "Caleb Williams"
Charles Maturin, "Melmoth the Wanderer"
Mary Shelley, "Frankenstein"
Bram Stoker, "Dracula"
Course reader available at Quartet

Andres J. Virkus
English A01-6, Sec. 24
GROWING UP IN NOVELS
Time: MWF 10:00-11:00
Office Address: 215 University
Phone: 491-7294
Expected Enrollment: 15

COURSE DESCRIPTION: The Bildungsroman, or novel about the maturation of a youthful sensibility, gives an attentive reader powerful insight into the most basic cultural assumptions of different historical eras. In this class, we will pay especially close attention to how the gender of the protagonist of a novel

effects the development of his or her character. By examining narratives written in different centuries, we will be able to see how basic attitudes about gender and personality development changed over time. An awareness of these changes will in turn lead to a closer consideration of our own critical presuppositions regarding gender and personality development and allow us to evaluate the manner in which they influence our interpretations of these texts.

TEACHING METHOD: Class discussion

EVALUATION: Two 3-4 page papers, two 6-8 page papers

TENTATIVE READING LIST:

Charlotte Bronte, "Jane Eyre"

George Eliot, "Adam Bede"

James Joyce, "Araby" and Chapter II of "Portrait of the Artist as a Young Man"

Samuel Richardson, "Pamela"

Virginia Woolf, "Orlando"

Christopher Carr

English A04-6, Sec. 20

MODERNISM AND MODERN DISORDERS

Time: TTH 2:30-4:00

Office Address: 420 University Hall

Phone: 491-5456; Home 635-7167

Expected Enrollment: 15

COURSE DESCRIPTION: The velocity of change in Europe and America in the first part of this century provoked both wonder and anxiety. Transformations in the texture of daily life--technological, political, and social changes--and in ways of understanding the world--changes in belief and new insights into human nature--were alternately embraced and reviled. Modernist poets and writers reacted variously to these changes while themselves transforming literary culture. In this class, we will read essential modernist texts as a series of responses to perceptions of disorder in early twentieth-century life.

TEACHING METHOD: Discussion

EVALUATION: Three essays, short class presentations, weekly quizzes.

READING LIST:

T. S. Eliot, "The Waste Land and other Poems"
Ford Madox Ford, "The Good Soldier"
James Joyce, "A Portrait of the Artist as a Young Man"
Marianne Moore, "The Complete Poems"
Ezra Pound, "Personae"
Wallace Stevens, "The Palm at the End of the Mind"
William Carlos Williams, "Imaginations"
Virginia Woolf, "Mrs. Dalloway"

Shelly Streeby

English A04-6, Sec. 21

URBAN SPECTATORS: VISIONS OF THE CITY IN AMERICAN LITERATURE

Time: MWF 1:00-2:00

Office Address: 325 University Hall

Phone: 491-7321

COURSE DESCRIPTION: The spectacle of the modern city has stimulated many American writers, offering new problems as well as new possibilities. In this course, we will analyze the construction of point of view in several novels and short stories that focus on cities, especially New York and Chicago. In the narratives that we will read, characters map the social geography of the city as they move through it. We will look at narratives of descent, where characters move downward through social space, as well as narratives of ascent, where characters move up. In each case, we will think about our status as spectators who "look at" these characters who look at the city. Is the reader's point of view the same as the main character's point of view? Or does the reader receive information that is unavailable to the characters? Throughout the course, we will relate these different visions of the city to the social perspectives of the writers and to changes in urban experience over time.

TEACHING METHOD: Discussion, some lecturing

EVALUATION: Class participation; one presentation; two 5-6 page papers and one 8-10 page paper.

READING LIST:

Horatio Alger, "Ragged Dick"
Theodore Dreiser, "Sister Carrie"
Edgar Allen Poe, "The Man of the Crows"
Upton Sinclair, "The Jungle"
Edith Wharton, "The House of Mirth"
Richard Wright, "Native Son"
Some critical essays

Shelly Streeby

English A04-6, Sec. 22

URBAN SPECTATORS: VISIONS OF THE CITY IN AMERICAN LITERATURE

Time: MWF 2:00-3:00

Office Address: 325 University Hall

Phone: 491-7321

COURSE DESCRIPTION: Please see above.

TEACHING METHOD: Please see above.

EVALUATION: Please see above.

READING LIST: Please see above.

* * * FRENCH AND ITALIAN * * *

Gerald Mead

French A05-6, Sec. 20

THE SELF, THE WORLD, AND THE BEYOND

Time: MWF 1:00-2:00

Office Address: 146C Kresge

Phone: 491-8262

Expected Enrollment: 15

COURSE DESCRIPTION: An examination of three major preoccupations of nineteenth-century French culture and their representation in literature and, to a lesser degree, painting. The question of the individual, the confrontation with forces and challenges of the real world, and the effort to escape to a world beyond everyday reality were dominant issues for many French writers and artists of the nineteenth century. The course will provide some of the social and historic context for these topics, but the primary aim will be

to reach an understanding of texts and paintings through discussion and analysis.

TEACHING METHOD: Discussion, student presentations, some short lectures

EVALUATION: 3-4 papers and class participation

READING LIST: (probable)

Balzac, "Old Goriot"

Baudelaire, "Paris Sphleen"

Chateaubriand, "Rene, Atala"

Huysmans, "Against the Grain"

Maupassant, "Selected Short Stories"

Course packet

* * * GEOLOGICAL SCIENCES * * *

Finley Bishop

Geological Sciences A02-6, Sec. 20

GEOLOGIC HAZARDS

Time: TTH 1:00-2:30

Office Address: 205a Locy

Phone: 491-7383

Expected Enrollment: 15

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

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

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

READING LIST:

Bolt, "Earthquakes"

Decker and Decker, "Volcanoes and Selected Readings"

Donna Jurdy

Geological Sciences A02-6, Sec. 21

DEATH OF THE DINOSAURS

Time: MW 3:00-5:00

Office Address: 206 Locy

Phone: 491-7163

Expected Enrollment: 15

COURSE DESCRIPTION: The death of the dinosaurs as well as theories and evidence for other catastrophic extinctions will be examined. Geologic time and the history of life on earth; continental drift and polar wander; cosmic occurrences, periodicities, and the search for Nemesis, the "Death Star" will be included in the seminar.

Prerequisites: None

TEACHING METHOD: Lecture and discussion

METHOD OF EVALUATION: 4 papers and class presentation

READING LIST:

John Noble Wilford, "The Riddle of the Dinosaur"

* * * GERMAN * * *

Peter Lehmann

German A04-6, Sec. 21

VISIONS OF REALISM

Time: MWF 11:00-12:00

Office Address: 115 Kresge

Phone: 491-8292

Expected Enrollment: 15

COURSE DESCRIPTION: In this seminar, the student is introduced to some of the finest and most significant examples of German fiction. They are intensely concerned with the complicated and puzzling character of reality, and they represent this "reality" in its richness and multiplicity. We, therefore, do not find the betrayal of one stable and self-evident view of life but infinite different kinds, levels, shades, and aspects. Established beliefs, ways of

coping with life, points of view, and attitudes are questioned and tested for their validity and durability. Through careful study of these works, we will reach an understanding of our own complex conditions of life.

TEACHING METHOD: Lectures and discussions

EVALUATION: Four papers of about three pages each

READING LIST:

Gerhard Hauptmann, "Flagman Thiel"

E.T.A. Hoffman, "Mademoiselle de Scuderi"

Franz Kafka, "The Hunger Artist"

Adalbert von Chamisso, "Peter Schlemihl"

Annette von Droste-Holshoff, "The Jews' Beech Tree"

Heinrich von Kleist, "Michael Kohlhaas"

* * * HISPANIC STUDIES * * *

Sandra Anderson

Hispanic Studies A05-6, Sec. 20

CRIME AND PUBLISHING: THE 19TH CENTURY POPULAR NOVEL

Time: TTh 12:30-2:00

Office Address: 236 Kresge

Phone: 491-8249

Expected Enrollment: 15

COURSE DESCRIPTION: Many 19th century authors published novels in serial form--in newspapers or in installments sold by subscription. Purveyors of the most sensational tales of crime, illicit love and drama, these serial novels enriched their publishers and often kept their characters--and their readers--hanging from a cliff from week to week. Most of these novels and novelists have been forgotten or ignored by literary historians, but the popular novel had a profound and lasting impact on the Realist Novel, readers' expectations as well as on popular forms in other mass media. Also, it is not widely recognized that many canonical 19th century novelists - Dickens, Dostoyevsky, Tolstoy, Galdós and Pio Baroja were serial novelists. In this seminar, we will read several serial novels, discuss elements of their structure and style, and explore their sociology and historical context. In our

discussions, we will focus on these and other questions: What is popular literature, or more specifically, what is a popular novel? How is the form of publication of a novel related to the judgments we make about its value? Can a novel be both "literary," or "high" culture and popular? In what ways is it useful (or not) to distinguish between "popular" novels and more "literary" novels? Readings and discussions are in English.

No prerequisites

TEACHING METHOD: Group discussion

EVALUATION: A series of short papers and a presentation; class participation

READING LIST:

Pio Baroja, "The Lord of Labraz" or "The City of the Discreet"
Dickens, "Pickwick Papers"
Dostoyevsky, "Crime and Punishment"
Galdós, (available text)
Eugene Sue, "The Mysteries of Paris" (selections)

* * * HISTORY * * *

E. W. Monter

History A01-6, Sec. 20

THE ROMAN AND SPANISH INQUISITIONS

Time: Monday, 2:00-4:00

Office Address: Harris 327

Phone: 491-2849

Expected Enrollment: 15

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

Spanish.

TEACHING METHOD: Seminar-type discussions.

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

READING LIST:

C. de Santillana, "The Crime of Galileo"

Carlo Ginzburg, "The Night Battles"

Carlo Ginzburg, "The Cheese and the Worms"

Henry Kamen, "Inquisition and Society in 16-17th c. Spain"
(Indiana)

T.W. Heyck

History A01-6, Sec. 21

MODERN IRELAND IN HISTORICAL PERSPECTIVE

Time: TH 2:30-4:30

Office Address: 313B Harris

Phone: 491-3480

Maximum Enrollment: 15

COURSE DESCRIPTION: This course will be an attempt to help students understand the current situation in Northern Ireland by examining the whole sweep of Irish history. The course, therefore, will test the proposition that "The past is prologue." In particular, the course will examine the cumulative impact of historical myth and memory on Irish nationalism and on Ulster unionism. Thus it will investigate the dictum that "The tradition of all the dead generations weighs like a nightmare on the brain of the living."

No prerequisites. P/N not allowed.

TEACHING METHOD: Discussion. The class will meet once a week for two hours. Informed participation in the seminar discussion is mandatory. Every student can expect to participate fully every week.

EVALUATION: There will be a short (1/2-1 page) writing assignment each week, plus a book review and a longer interpretive essay at the end of the course. No exams. The student's grade will depend on the writing assignments and class participation.

READING LIST:

Paul Bew, "C. S. Parnell
Karl Bottigheimer, "Ireland and the Irish: A Short History"
Steve Bruce, "God Save Ulster!"
Bernadette Devlin, "The Price of My Soul"
Lawrence J. McCaffrey, "The Irish Question, 1800-1922"
Conor Cruise O'Brien, "States of Ireland"
Cecil Woodham-Smith, "The Great Hunger"

Mita Choudhury

History A01-6, Sec. 22

1789: THE COMING OF THE FRENCH REVOLUTION

Time: TTH 2:30 - 3:30

Office Address: 619 Emerson

Phone: 492-7524

Expected Enrollment: 15

COURSE DESCRIPTION: Contemporaries considered the coming of the French Revolution in 1789 as the end of the old society and the beginning of a new world. Since then, historians have analyzed and argued over the preconditions and causes of the French Revolution, questioning the nature of the revolution itself and its impact. This course will begin by exploring and evaluating the political and social institutions of France prior to 1789 and the events leading up to revolution. Additionally, we will look at themes and events that developed from the summer of 1789 until the fall of the Republic in 1794. Lastly, we will examine two interpretations that attempt to synthesize the events and conditions of the revolution and how they have assigned different meanings to the revolution and to revolution itself.

TEACHING METHOD: Discussion and papers.

EVALUATION: Grades will be based on class discussion and five 3-5 page papers.

READING LIST:

Beaumarchais, "The Marriage of Figaro"
Behrens, "The Ancien Regime"
Alfred Cobban, "The Social Interpretation of the French Revolution"
Robert Darnton, "The Great Cat Massacre"
Diderot, "The Nun"
Georges Lefebvre, "The Coming of the French Revolution"
Rousseau, Discourse on the Sciences and the Arts

Course Packet will be available at Quartet Copies.

Carol Loar

History A01-6, Sec. 23

LAW AND ORDER IN EARLY MODERN ENGLAND

Time: Monday 2:00 - 4:00

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: In a country without a regular police force or standing army, maintaining law and order required the participation of people as unofficial means by which government, communities and individuals attempted to enforce legal, social, and moral standards of behavior. We will explore the values operating at various levels of society, the types of crimes or behaviors that were punished, and the wide variety of methods utilized by those who sought to preserve order: prosecution in any of several secular courts; complaints to church courts; shaming rituals, etc.

TEACHING METHOD: Discussion and papers.

EVALUATION: Class participation, two or three short (3-5 pp) papers, and one long (10-12 pp) paper.

READING LIST:

Beier, "Masterless Men"

Fletcher and Stevenson, "Order and Disorder in early Modern England"

Ingram, "Church Courts, Sex and Marriage"

McMullan, "The Canting Crew"

Quaife, "Wanton Wenches and Wayward Wives"

Rosen, "Witchcraft in England"

Sharpe, "Crime in Early Modern England"

Tillyard, "The Elizabethan World Picture"

Course Packet

Carol Loar

History A01-6, Sec. 24

WITCHCRAFT AND MAGIC IN EARLY MODERN EUROPE

Time: T 2:30-4:30

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: By the sixteenth century, a belief in magic was a widely held and unquestioned part of European thought and culture. Yet for the next two centuries, witches were prosecuted in unprecedented numbers. This course will explore the religious, intellectual, social and political forces that combined to produce the early modern witch hunts, and the shaky line between acceptable and unacceptable magic. Even at the height of the trails, though, there were some who questioned the existence of witchcraft and we will examine both their view and their impact on the course of the trials. Finally we will explore the reasons behind the decline of the hunts and the growth of skepticism.

TEACHING METHOD: Discussion and papers

EVALUATION: Class participation, several short papers (3-5 p) and one longer (8-10 p) one.

READING LIST:

Boyer and Nissenbaum, "Salem Possessed"

Kieckhefer, "Witchcraft in the Middle Ages"

Kors and Peters, "Witchcraft in Europe"

Levack, "The Witchhunt in Early Modern Europe"

Rosen, "Witchcraft in England"

Scot, "The Discoveries of Witchcraft"

Tillyard, "The Elizabethan World Picture"

Course Packet

John Reisbord

History A01-6, Sec. 25

THE YEAR OF THE ARMADA

Time: TTH 10:30 - 11:30

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: 1599 was a turning point in English history. The Armada, Philip II's massive invasion fleet, was defeated by a combination of luck and English tactics. When Elizabeth I ascended the throne in 1558, England was a second rate power, a back water

at the periphery of European politics and society. With the defeat of the Armada, England's fortunes began to change. This course will examine the state of English society in the year of the Armada. We will explore the social, economic, political, and cultural conditions of a country in transition from relative obscurity to European and, ultimately, global dominance.

TEACHING METHOD: Discussion and papers

EVALUATION: Several short papers and class participation

READING LIST:

Mattingly, "The Armada"

Smith, "The Elizabethan World"

Smith, "The Past Speaks"

Tillyard, "The Elizabethan World View"

Wernham, "The Making of Elizabethan Foreign Policy"

Wrightson, "English Society"

Course Packet

Andrew Podolsky

History A02-6, Sec. 25

THE AMERICAN REVOLUTION: DOCUMENTS AND DEBATES

Time: Tu 2:30-4:30

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: Students will investigate the causes of the American Revolution through close study of a range of primary sources. The course has three goals: first, students will learn both the chronology of the Revolution and how colonial Americans understood the events. Second, students will be expected to master skills critical to the study of history: close reading of sources, polished prose, and persuasive oral communication. Third, students will develop their own argument about the causes of the Revolution, that is, they will attempt to synthesize the evidence into their understanding.

TEACHING METHOD: One two-hour seminar per week; attendance mandatory.

PREREQUISITES: None. P/N NOT permitted.

EVALUATION: 4 short papers each counting 25%; papers initially graded C or lower MUST be re-written. Class participation can affect final grade, at instructor's discretion. All students must meet individually with instructor at least once during quarter.

READING LIST: (For purchase of bookstore):

Kate L. Turabian, "A Manual for Writers (5th ed.)"

Thomas Paine, "Common Sense"

Photocopies Reading Packet:

Mass. Assembly Resolution on Battle of Louisbourg (1745)

Proclamation of 1763

Stamp Act

Stamp Act Congress Resolution

Repeal of Stamp Act

Colonial newspaper account of Boston Massacre

Paul Revere engraving of Boston Massacre

Continental Congress Resolution on Boston Massacre

British Army Report on Massacre

Colonial newspaper account of Boston Tea Party

Intolerable Act

Committee of Correspondence request "for the Relief of Sufferers"

Declaration of Independence

Colonial newspaper account of Declaration

London newspaper account of Declaration

Articles of Confederation

Constitution, including first 10 amendments

selections from Federalist papers

selections from Anti-Federalist papers

Andrew Podolsky

History A02-6, Sec. 20

THE AMERICAN REVOLUTION: DOCUMENTS AND DEBATES

Time: W 2:00-4:00

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: Students will investigate the causes of the American Revolution through close study of a range of primary sources. The course has three goals: first, students will learn both the chronology of the Revolution and how colonial Americans

understood the events. Second, students will be expected to master skills critical to the study of history: close reading of sources, polished prose, and persuasive oral communication. Third, students will develop their own argument about the causes of the Revolution, that is, they will attempt to synthesize the evidence into their understanding.

TEACHING METHOD: One two-hour seminar per week; attendance mandatory.

PREREQUISITES: None. P/N NOT permitted.

EVALUATION: 4 short papers each counting 25%; papers initially graded C or lower MUST be re-written. Class participation can affect final grade, at instructor's discretion. All students must meet individually with instructor at least once during quarter.

READING LIST: (For purchase of bookstore):

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Stamp Act Congress Resolution

Repeal of Stamp Act

Colonial newspaper account of Boston Massacre

Paul Revere engraving of Boston Massacre

Continental Congress Resolution on Boston Massacre

British Army Report on Massacre

Colonial newspaper account of Boston Tea Party

Intolerable Act

Committee of Correspondence request "for the Relief of Sufferers"

Declaration of Independence

Colonial newspaper account of Declaration

London newspaper account of Declaration

Articles of Confederation

Constitution, including first 10 amendments

selections from Federalist papers

selections from Anti-Federalist papers

Dave Dunnett

History A02-6, Sec. 21

ANTEBELLUM U.S. SLAVERY

Time: Monday 11:00 - 1:00

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: This course is designed to introduce freshmen to the major problems and questions addressed by historians of antebellum slavery and to assess some of the most important pieces of literature in the field. Considerable attention will also be given to reading and interpreting primary sources. Topics covered include: broad paradigm shifts in the study of slavery (from the racist interpretation of slavery to its refutation); the debate over slave culture and personality; the forms and significance of slave resistance; political economy of the South; the master-slave relationship; slave family; and the slave experience of the Civil War.

TEACHING METHOD: Seminar-type discussions

EVALUATION: Discussion and papers

READING LIST:

Frederick Douglass, "Narrative"

Eugene Genovese, "Roll, Jordan, Roll"

Frances Anne Kemble, "Journal of a Residence on a Georgian Plantation"

Lawrence Levine, "Black Culture, Black Consciousness"

James Oakes, "The Ruling Race"

Kenneth Stampp, "The Peculiar Institution"

David Gellman

History A02-6, Sec. 22

AFRICAN SLAVERY IN COLONIAL AMERICA AND THE NEW REPUBLIC

Time: Wednesday, 11:00 - 1:00

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: African slavery in North America existed for twice as long prior to American independence from Britain as it did afterward. The emergence of race-based system of labor and law

shaped the Colonial South and influenced, to one degree or another, the northern colonies as well. Thus, coming to grips with the origins and development of slavery in colonial America is of paramount importance for understanding some of the major themes of both colonial history and American history more generally. In this course, we will examine slavery's disputed origins, its unsettled early phases, the emergence of a legal, political, and social apparatus to ensure the stability and profitability of slavery, and the challenges posed to the institution during the revolutionary and constitutional eras. We will conclude the course by considering the institutions' further and final articulation in the nineteenth-century South.

PREREQUISITES: None. P/N is not permitted

TEACHING METHOD: 2 hour discussions once a week.

EVALUATION: 3 or 4 short papers (2-6 pages) based on readings and small-scale primary source research; class participation.

READING LIST:

T.H. Breen, "Myne Owne Ground"

Landon Carter, Thomas Jefferson, George Washington excerpted writings

"The Interesting Narrative of the Life of Olaudah Equiano...

Written By Himself

Sylvia Frey, "Water from the Rock"

Handlin--Degler debate and other selected interpretive essays"

Winthrop Jordan, "White Over Black"

Lawrence Levine, "Black Culture and Black Consciousness"

Edmund Morgan, "American Slavery, American Freedom"

James Oakes, "The Ruling Race"

Peter Wood, "Black Majority"

Naoko Shibusawa

History A02-6, Sec. 23

SINCE ROSIE THE RIVETER: A HISTORY OF AMERICAN WOMEN, 1940-1975

Time: Tuesday, 3:00 - 5:00

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: Whatever happened to Rosie the Riveter? Did the muscular, wartime factory worker transmogrify into Mrs.

Cleaver, that ideal suburban [and super-] mom of the 1950s? And then, did Mrs. Cleaver abandon her kitchen to march with demonstrators of women's movement during the 1960s and early 1970s? This course will examine whether such dramatic changes indeed typified the experiences of American women from World War II to 1975. Among other topics, we will look at women's labor in the household and workforce, changes in patterns of courtship and marriage, the media and popular culture, issues of class and race, and the re-emergence of a highly visible political feminism.

PREREQUISITES: None. P/N is not permitted

TEACHING METHOD: Seminar discussions.

EVALUATION: Class participation and 5 short papers.

READING LIST:

Beth L. Bailey, "From Front Porch to Back Seat: Courtship in 20th-Century America"

Barbara Ehrenreich, "Hearts of Men: American Dreams and the Flight from Commitment"

Betty Friedan, "The Feminine Mystique"

Susan Hartmann, "The Home Front and Beyond: American Women in the 1940s"

Eugenia Kaledin, "Mothers and More: American Women in the 1950s"

Elaine Tyler May, "Homeward Bound: American Families in the Cold War Era"

Sylvia Plath, "The Bell Jar"

Leila Rupp, "Mobilizing Women for War: German and American Propaganda"

A reader of primary sources and journal articles.

Michele Mitchell

History A02-6, Sec. 24

DAUGHTERS OF AFRICA/DAUGHTERS OF AMERICA:

AFRICAN-AMERICAN WOMEN IN SLAVERY AND FREEDOM

Time: TH 3:00-5:00

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: Whether slave or free, literate or no, women of African descent in the United States during the nineteenth

century lived in "double jeopardy." Like their sisters before and after them, these Black women were members of a subordinated race; as women they were also members of an "inferior" sex. The goal of this course, then, is to explore the similarities among black women--North and South, slave and free--and we will consider the variations and differences as well. We will examine experiences of individual women; with class, location, and status in mind, we'll work toward building an historicized, nuanced understanding of what it meant to be both black and female in nineteenth century America. But this course is also intended to serve as an introduction to the field of U.S. history. Therefore, students will work with both secondary and primary sources in reconstructing history and the lives of black women. Beginning with general readings on slavery, students will then move on to the slave narrative of Harriet Jacobs. Then after reading about the varieties of "freedom," students will look at Harriet Wilson's fictionalized account of her life. After discussing the Civil War and Emancipation, we'll loop back to the life of Elizabeth Keckley (who worked for Mary Todd Lincoln). The course will end with readings on women during Reconstruction, culminating with the work of a "representative race woman," Anna Julia Cooper.

PREREQUISITES: None. P/N not allowed.

TEACHING METHOD; As a seminar, we will spend each week carefully considering readings and reactions to those readings. We will meet weekly and regular attendance is a must.

EVALUATION: Written requirements are as follows: students will produce a five-page paper on women in slavery, a five-page paper on freewomen, and an eight-page paper comparing primary works written by either Jacobs and Wilson or Keckley and Cooper. Each paper will count 25% toward the final grade; the remaining 25% will come from attendance and participation. Throughout the course, students might wish to consult the history textbook edited by Mary Beth Norton, "A People and A Nation" (this will be placed on Reserve).

READING LIST:

Anna Julia Cooper, "A Voice from the South"
Herbert Gutman, "The Black Family in Slavery and Freedom"
Harriet Jacobs, "Incidents in the Life of a Slave Girl"
Elizabeth Keckley, "Behind the Scenes Or Thirty Years a Slave and
Four Years in the White House"

Dorothy Sterling, "We Are Your Sisters"
Deborah Gray White, "Ar'n't I A Woman"

Catherine Burns

History A03-6, Sec. 20

AUTOBIOGRAPHY AS HISTORY: LIFE STORIES OF TWENTIETH CENTURY
BLACK SOUTH AFRICANS

Time: TH 3:00 - 5:00

Office Address: 619 Emerson

Phone: 491-7524

Expected Enrollment: 15

COURSE DESCRIPTION: Twentieth century South Africa is Africa's most highly industrialized country; it is also marked by some of the most distinct social and economic inequalities in the world. The system of social, economic and juridical segregation, which came to be known as "apartheid: after 1948 is only now being demolished as talks for a new constitution are underway, and a date for non-racial elections has been set for April 27, 1994. This course will introduce students to some of the main currents in South African history during this century, including: the colonization of Southern Africa; social and economic differential between and amongst black South Africans and the white minority settler society; rural to urban migration; the similar as well as particular experience of men and women; attempts by black South Africans to work within and alter the developing system of segregated rule; and resistance and defiance to this in the second half of the century. We will attempt to "read" these historical themes and issues through the autobiographical writing of 6 black South African authors writing in this century, whose lives span the period from the First World War to the present. Most historical academic works on South Africa have not been authored by black South African, although the last decade has seen the emergence of a new generation of young scholars, and so one of the purposes of this seminar is to consider the possibilities of "autobiography as history". Although this course will focus mainly on written texts, and thus the reflections and testimony of literate black South Africans, we will also spend time reading and discussing oral histories which have been recorded from the testimonies of workers and rural people.

We will also devote a session to discussing the richness of the genre of "praise poetry" in Southern Africa, where imaginative individuals specialize in the recording and retelling of past

experiences and present conditions. These sessions will include video materials of oral poets and migrant story tellers. Our aim throughout will be two-fold: to set these works in their historical context, and to consider the richness of experience and knowledge contained within each text, in its own right.

PREREQUISITES: No prerequisites. P/N not allowed.

TEACHING METHOD: Seminar-type discussions.

EVALUATION: Students are expected to read the set texts and participate in discussion, for it is around these that the class is designed. Seminar attendance is thus the foundation for this class, and a part of your grade will be determined by your participation. This freshman seminar class is also designed to encourage and sharpen your writing skills. To this end each student will write two short papers, one at the end of the third week, and one at the end of the sixth week, closely based on the joint class readings. The "exam" for this course is a longer paper, to be handed in during the final week.

READING LIST:

E. Kuzwayo, "Call Me Woman"
E. Mashinini, "Strikes Have Followed Me All My Life"
E. Mphahlele, "Down Second Avenue"
P. Ntantala "A Life's Mosaic"

* * * LINGUISTICS * * *

Rae Moses
Linguistics A01-6, Sec. 20
THE P.C. DEBATE
Time: TTH 9:00-10:30
Office Address: 2016 Sheridan
Phone: 491-8053
Expected Enrollment: 15

COURSE DESCRIPTION: Once known as a melting pot, our society takes pride in its ethnic diversity. How we talk about differences in race, ethnicity, sex, sexual orientation and disability became an

issue on college campuses in the early 1990's. The debate focuses on speech habits, speech codes, freedom of speech and hate speech. We will explore the issues surrounding this controversy. We will examine how the debate has been framed by various proponents. We will also look at particular cases, e.g., University of Michigan's code, the Stanford and Texas curricular reform and the recent University of Pennsylvania "water buffalo" controversy. The instructor is a card-carrying member of the ACLU who tries to practice political correctness.

TEACHING METHOD: Seminar

EVALUATION: Class participation and several papers

READING LIST:

"Beyond P.C."

"Debating P.C."

* * * PHILOSOPHY * * *

Ronald Carrier

Philosophy A09-6, Sec. 20

ANARCHISM, THE STATE, AND HUMAN NATURE

Time: TTH 1:00-2:30

Office Address: 1818 Hinman Ave.

Phone: 491-3651

Expected Enrollment: 15

COURSE DESCRIPTION: A common objection to anarchism is that human nature requires the existence of the state (as at least a necessary evil). In this course, we shall examine some anarchist and anti-anarchist views of human nature with an eye to how they ground arguments for or against the state. Topics will include the anarchist views as to why human nature requires the elimination of the state and how the state arose in the first place, and what an anarchist society would look like and what its drawbacks might be.

TEACHING METHOD: Lectures, student presentations, discussion

EVALUATION: Three papers; student presentations, class participation

READING LIST:

Aristotle, "Nichomachean Ethics, Politics"

Murray Bookchin, "Remaking Society"

Thomas Hobbes, "Leviathan"

Peter Kropotkin, "The Conquest of Bread, Mutual Aid, The State: Its
Historic Role"

Ursula K. Leguin, "The Dispossessed"

Bruce Gordon

Philosophy A09-6, Sec. 21

RATIONALITY AND BELIEF IN GOD

Time: TTH 10:30-12:00

Office Address: 1818 Hinman Ave.

Phone: 491-3656

Expected Enrollment: 15

COURSE DESCRIPTION: Many twentieth-century intellectuals seem to take for granted that it is unreasonable to believe in God nowadays, while others dismiss the issue as a matter of indifference, claiming that knowledge about such matters is impossible anyway. It is the purpose of this seminar to examine critically such attitudes. We will discuss such problems as: Why bother with religious questions at all? Is it rational to believe in God? What does it mean to be rational? Are unjustified beliefs irrational? Does belief in God need justification? Do religious experiences support religious belief? Does religious pluralism undermine it? In one sense, our seminar may be regarded as a series of themes and variations on the thought of Blaise Pascal. In practice our reflection will lead us to consider thinkers as diverse as Ren, Descartes, Ludwig Wittgenstein, William James, W.K. Clifford, Alvin Plantinga, William Alston, and Woody Allen.

TEACHING METHOD: The course will involve extensive discussion of the readings, with explanations and comments by the instructor where appropriate.

EVALUATION: Two short (5 page) papers worth 20% each, a final paper (due the last day of class) 10-15 pages in length worth 30%, and preparation for and participation in class discussion, also worth 30% of the final grade.

READING LIST:

Blaise Pascal, "Pense,s" (in English)

A. Plantinga and N. Wolterstorff, eds., "Faith and Rationality:

Reason and Belief in God"

A syllabus of readings available from the instructor of the course.

John Victor Peterson

Philosophy A09-6, Sec. 22

SOCRATES AND ETHICS: PLATO'S EARLY DIALOGUES

Time: MW 2:00-3:30

Office Address: 1818 Hinman

Phone: 491-3656

Expected Enrollment: 15

COURSE DESCRIPTION: What better way to begin a liberal arts education than to study Plato's early ("Socratic") dialogues? Their literary form makes them lively and accessible, and they are especially appropriate as an introduction to some of the basic questions of moral philosophy, because they are at the root of the tradition of Western philosophical ethics. It was Socrates who first asked the paradigmatic ethical question, "How should I live?" In this course, we will examine the Socratic method of questioning in the search for definitions of the virtues, as well as the relation of virtue to knowledge. We'll also discuss Socrates' use of irony and his claim that he is ignorant. Finally, we'll look at the question of whether Plato's Socrates is the historical Socrates, and also see how Plato's own mature theory begins to emerge from the Socratic dialogues.

TEACHING METHOD: Seminar discussions, short presentations by students

EVALUATION: Three papers of increasing length (3-5 pp., 5-7 pp., 7-9 pp.)

READING LIST:

"The Trial and Death of Socrates" [Euthyphro, Apology, Crito, Phaedo (excerpt)]

"Early Socratic Dialogues" [Ion, Laches, Lysis, Charmides, Hippias Major, Hippias Minor, Euthydemus]

Melissa Zinkin

Philosophy A09-6, Sec. 23

FEMINIST PHILOSOPHY

Time: TTH 1:00-2:30

Office Address: 1818 Hinman

Phone: 491-3656

Expected Enrollment: 15

COURSE DESCRIPTION: Is there something distinctive about women's experience? Is there something inherent to being a woman, or is "women's nature" an idea imposed on women by the societies in which they live? This course will explore these and similar issues in feminism with respect to philosophy, literature and political theory.

TEACHING METHOD: Lecture and discussion

EVALUATION: Several short papers and class participation

READING LIST:

Simone de Beauvoir, "The Second Sex"

Catherine MacKinnon, "Towards a Feminist Theory of the State"

Virginia Woolf, "A Doom of One's Own"

* * * PHYSICS AND ASTRONOMY * * *

David Taylor

Physics A10-6, Sec. 20

PHYSICS AND ASTRONOMY THROUGHOUT HISTORY

Time: MWF 12:00-1:00

Office Address: 1261 Tech

Phone: 491-2053

Expected Enrollment: 15

COURSE DESCRIPTION: Traditional physics and astronomy classes present only the "bottom line", the facts as seen by 20th-century science, and make little effort to discuss how the ideas of physics and astronomy have come about. Traditional history classes are equally remiss, and generally include only a few disconnected highlights which do not do justice to the difficulty of scientific progress. In this course we shall attempt to follow in the footsteps of ancient philosophers and medieval scholars, and discover for ourselves exactly how hard it can be to prove "simple"

things such as whether the Earth rotates or not. How physics advances will be the focus of this course, rather than what the advances are.

Prerequisites: None

TEACHING METHOD: The class will be taught primarily in a discussion format, mixed with orientation lectures. I will outline what was known (or what was thought to be known) at a certain point in history, and set the discussion into the proper philosophical and religious context.

EVALUATION: Grades will be based upon class participation and the clarity of the written assignments. Students will write 4 to 5 short papers of 3 to 5 pages each.

READING LIST: None. However, students will be expected to use the library as necessary to research their papers.

Joseph Keren

Physics A10-6, Sec. 21

THE LIFE AND SCIENCE OF EINSTEIN

Time: MWF 12:00-1:00

Office Address: B750 Tech

Phone: 491-5450

Expected Enrollment: 15

COURSE DESCRIPTION: Einstein continues to fascinate us. We want to know about his school years, his views on religion, and even laymen are interested in his physics. In this seminar students will read articles and books about Einstein. Students will conduct classroom discussions about what they have read and what it means, under the guidance of the instructor. No prerequisites.

TEACHING METHOD: The seminar will be mostly in the discussion format. The grade will be based on classroom participation and on three papers, due at the ends of the fourth, seventh, and tenth weeks. The paper will be:

- I Einstein's view of God
- II Einstein the pacifist
- III The Science of Einstein

READING LIST: There is no required textbook. Readings will be assigned from the library.

* * * POLITICAL SCIENCE * * *

Julia Fiske
Political Science A01-6, Sec. 20
POVERTY, POLITICS, AND LAW
Time: MW 2:00-3:30
Office Address: 601 University Place
Phone: 491-7450
Expected Enrollment: 15

COURSE DESCRIPTION: This course examines the issue of poverty in the United States and the solutions offered by the political and legal arenas. Scholars agree that wealth discrimination has a broad impact on the nation's values, but lack consensus on remedies available. Students will be asked to examine several remedies/strategies in a series of papers and then offer recommendations of their own.

TEACHING METHOD: Brief lecture at the opening of each class and then discussion.

EVALUATION: 4 short papers (5 pp.) and one rewrite

READING LIST:

Piven and Cloward, "Poor People's Movement"
Smith, "Courts and the Poor"
Packet of selected readings

Mark Koenig
Political Science A01-6, Sec. 21
THE POLITICS OF GLASNOST: THE FALL OF CENSORSHIP IN THE EASTERN
BLOC
Time: TTH 3:00-4:30
Office Address: 317 Scott
Phone: 491-2627
Expected Enrollment: 15

COURSE DESCRIPTION: In this course students will research and discuss the rise and fall of political censorship in the USSR and

Eastern Europe. The seminar first analyzes the basic characteristics of a special type of modern authoritarian regime that we might call "the Propaganda State". In what ways did the East Bloc states attempt to politically educate their citizenry, and to what extent did these regimes succeed in creating "New Socialist Men"? What social forces hindered the effective functioning of the Propaganda State, and why did these systems ultimately fail? And how does a society recover truthful political discourse after decades of lying? These questions suggest the main issues of this seminar.

TEACHING METHOD: Discussion, short presentations of student papers, and minimal lecturing by professor.

EVALUATION: Short written critiques of the assigned readings, plus a longer research paper about political communications in any (post) Communist regime of interest to the student. Participation in seminar discussions is important, including short oral progress reports about the students' research findings. No midterm or final.

READING LIST:

David Benn, "From Glasnost to Freedom of Speech: Russian Openness & International Relations"
James Lull, "China Turned On: Television, Reform, and Resistance"
Thomas Remington, "The Truth of Authority: Ideology and Communication in the Soviet Union"
(Optional), "The Media: Radio Free Europe/Radio Liberty Research Report"

* * * PSYCHOLOGY * * *

Kenneth Howard, Michael Maling

Psychology A01-6, Sec. 20

WRITING SEMINAR/SCHOOLS OF PSYCHOTHERAPY: MODELS OF THE PERSON

Time: TTH 9:00-10:30

Office Address: 225 Swift

Phone: 491-7373

Expected Enrollment: 15

COURSE DESCRIPTION: The purpose of this course will be to combine

the development of writing style with learning several models of the person. Several of the significant schools of psychotherapy will be examined through didactic presentations and papers generated by students during the course of the seminar. The person will be viewed from the following perspectives: Psychodynamic; Phenomenological; Social Role Theory; Trait Theory; and Cognitive-behaviorism. Theoretical schools will be organized around a generic model of psychotherapy. This organizing structure will assist students as they develop both a knowledge base as well as enhanced writing capacity.

TEACHING METHOD: Lecture/Writing assignments

EVALUATION: 5 papers, equally weighted

READING LIST: TBA

Patricia Colley

Psychology A01-6, Sec. 21

PRACTICAL AND ETHICAL ISSUES IN THE SCIENCES

Time: MWF 10:00-11:00

Office Address: 102 Swift

Phone: 491-5190

Expected Enrollment: 15

COURSE DESCRIPTION: This course will review both current issues and classic studies of psychology and the neuroscience as a means to uncover some basic considerations of scientific research. Topics will include the validity of animal research, how to write a scientific article and critically evaluate experimental results and conclusions, and ethical issues raised by medical research. Writing assignments will require the student to become acquainted with the available sources of current research articles and the basic format of scientific papers as well as test the student's ability to state and defend an argument.

TEACHING METHOD: Lecture/discussion

EVALUATION: Writing assignments

READING LIST: Packet of readings

Cristina Traina
Religion A01-6, Sec. 20
RELIGION AND ENVIRONMENTAL ETHICS
Time: MW 2:00-3:30
Office Address: 1940 Sheridan
Phone: 491-5488
Expected Enrollment: 15

COURSE DESCRIPTION: The ethical side of the debate over the environment has become increasingly important, especially when decisions about the environment seem to require trade-offs between the needs of human beings and those of other forms of life, or even of non-living systems. This course will explore the contributions which some religiously-inspired thinkers bring to the debates. It will also ask whether dominant religious assumptions of the past may have contributed to the environmental crisis, and if so, whether the religions themselves need to be altered. The emphasis will be on Christian thought, but other traditions will also receive attention. The course will be structured around discussion of the readings. Each student will prepare a written analysis of one of the readings for use by the class, two short papers (3-5 pp.), and one longer paper (9-12 pp.), in addition to several impromptu in-class writing exercises. 80% of the grade will be based on the papers, and 20% will be based on discussion and attendance.

TEACHING METHOD: Discussion; some lecture

EVALUATION: 80% papers, 20% discussion

READING LIST:

Albert Gore, "Earth in the Balance"
Rosemary Radford Ruether, "Gaia and God"
Charlene Spretnak, "Green Politics"
"The Book of Genesis"
excerpts, plus other readings

* * * SLAVIC LANGUAGES AND LITERATURES * * *

Andrew Wachtel

Slavic A05-6, Sec. 20

RUSSIAN LITERATURE OF THE GROTESQUE AND FANTASTIC

Time: MW 2:00-3:30

Office Address: 124B Kresge

Phone: 491-3950

Expected Enrollment: 15

COURSE DESCRIPTION: Literature of the grotesque and fantastic either attempts to explain elements of the world that are not amenable to treatment through realist modes of literary description or to make sense out of a world that seems in its essence absurd. In the Soviet Union, the state attempted to impose a realist method of artistic production, but many artists turned to the grotesque and fantastic as more adequate modes of describing the world they inhabited. This course will explore the origins of the grotesque and fantastic in Russian culture in the 19th century, but will focus on their use by major 20th-century Russian writers. The primary emphasis will be on literary texts, although theoretical models for understanding the works in question will be considered as well.

TEACHING METHOD: Discussion; all readings and discussions will be in English.

EVALUATION: 3 writing assignments in the course of the quarter

READING LIST:

M. Bulgakov, "The Master and Margarita"

V. Erofeev, "Moscow to the End of the Line"

N. Gogol, "Selected Stories"

A. Platonov, "The Foundation Pit"

A. Pushkin, "The Queen of Spades"

A. Sinyavsky, "Little Jinx"

T. Todorov, "The Fantastic"

* * * SOCIOLOGY * * *

H. Mark Ellis

Sociology A01-6, Sec. 20

SOCIOLOGY OF POLICE

Time: TTH 1:00-2:30

Office Address: 1812 Chicago Ave., Rm. 106

Phone: 491-3800

Expected Enrollment: 15

COURSE DESCRIPTION: Police has been defined as the department of government with maintenance of public order, safety, health and the enforcement of laws. News accounts, many television programs and accounts by police themselves, depict police work as primarily a heroic crime fighting endeavor. This course will examine (1) the "myth" of policing in contemporary American society, (2) how race, class, gender, and the like affect how police work and interact with each other, the public and the law, and (3) the moral dilemmas police officers face as they go about their occupational life.

TEACHING METHOD: Lecture and discussion

EVALUATION: Two short papers (4-5 pages) and weekly journal entries

READING LIST:

Mark Baker, "Cops"

Carl B. Klockers, "Thinking About Police"

Susan Martin, "Breaking and Entering"

There will be a number of journal articles as well.

David Rhodes

Sociology A01-6, Sec. 21

SCHOOLS, PARENTS, AND SOCIAL CLASS

Time: TTH 10:30-12:00

Office Address: 2046 Sheridan Rd., Rm. 22

Phone: 491-8716

Expected Enrollment: 15

COURSE DESCRIPTION: The lives of children, adolescents and a growing percentage of young adults are primarily shaped by interactions with their families and schools. In this course we will explore when, where, and how the upbringing received at home complements formal education. We will address several current issues in education (for example, proposed school choice programs and national service options for financing college) from a variety of scholarly perspectives. In order to make full use of the readings, students will be asked to apply the ideas of academics to

their own lives and to representations of families and schools in the popular news and entertainment media.

TEACHING METHOD: Discussion

EVALUATION: Papers (two 5-page essays and one 10-page paper)

READING LIST:

Gary Becker, Sections of "A Treaties on the Family"

Barbara Ehrenreich, "Fear of Fall: the Inner Life of the Middle Class"

Dorothy C. Holland and Margaret A. Eisenhart, "Educated in Romance: Women, Achievement and College Culture"

Jonathan Kozol, "Savage Inequalities: Children in America's Schools"

Richard Sennet and Jonathan Cobb, Sections of "Hidden Injuries of Class"

Wendy Espeland

Sociology A01-6, Sec. 22

AMERICAN SOCIETY IN THE 1960'S

Time: TTH 10:30-12:00

Office Address: 1808 Chicago Ave., Rm. 204

Phone: 467-1252

Expected Enrollment: 15

COURSE DESCRIPTION: This course will examine why the sixties was such a volatile period in the United States, politically as well as culturally. We will explore what did and did not change in America and why. The course will include material on the civil rights movement, the woman's movement, the Vietnam War, the student movement, the counter-culture, and poverty in America. Comparisons will be made between events and attitudes of the sixties and more contemporary American society. The course will include film and music from the period, as well as documentaries on the sixties. Students will be expected to watch several films outside of class. Course readings will include the "Autobiography by Malcolm X," Harrington's "Other America," primary documents and secondary analyses related to the civil rights and woman's movement and the Vietnam War.

TEACHING METHOD: Discussion

EVALUATION: Class presentations, participation, and four writing

assignments

READING LIST:

"Autobiography of Malcolm X"
Harrington, "Other America"

Bernard Beck

Sociology A01-6, Sec. 23

SOCIAL CONTROL AND IDEOLOGY

Time: MWF 10:00-11:00

Office Address: 1810 Chicago Ave. Rm. 211

Phone: 491-2704

Expected Enrollment: 15

COURSE DESCRIPTION: This seminar examines institutions for creating compliance, conformity, and consensus in social life; the use of incarceration, segregation, policing and cultural monopolies in domesticating human groups; and the role of belief systems in justifying and maintaining domination and control.

TEACHING METHOD: Discussion

EVALUATION: Several short papers

READING LIST:

Howard Becker, "Outsiders"

Erving Goffman, "Asylums"

Frances Fox Piven & Richard Cloward, "Regulating the Poor"

William Ryan, "Blaming the Victim"

Paul Willis, "Learning to Labor"

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[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: August 4, 1993

Fall 1993 Course Descriptions

0403 Anthropology

Oswald Werner

Anthropology A01

Freshman Seminar: THE MAYA INDIANS

Office: 1810 Hinman, #208

Telephone: 491-4830

Description: The Maya culture persisted for 1500 years on the Yucatan peninsula in Mexico. Between 600-800 A.D. it developed, arguably, the most sophisticated culture in the Americas, including a writing system, architecture, art, a complex ceremonial system, complex kingdoms, a complex economic organization, trade, etc. By 900 A.D. the classical sites of the lowland Maya lay all abandoned, never to be repopulated. We will examine Maya culture history in general and the classical lowland Maya city-states and their collapse in particular.

Teaching Methods: Lectures and presentations by members of the class.

Evaluation: Weekly papers constitute the first half of a student's grade, and term paper the second.

Tentative Reading:

Schele, L., and D. Freidel (1990) A Forest of Kings: The Untold Story of the Ancient Maya. William Morrow and Company.

Gillian Bentley

Anthropology B05

BEHAVIORAL BIOLOGY OF WOMEN

Office: 1810 Hinman, #55

Telephone: 491-4839

Description: This course explores female behavior from an evolutionary perspective, and introduces students to basic

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

Methods of Evaluation: Two short exams during class periods, and one final exam.

Required readings:

S. B. Hrdy (1981) The Woman That Never Evolved
Marjorie Shostak (1981) Nisa: the Story of a !Kung Woman
Y. Murphy & R. F. Murphy (1985) Women of the Forest, 2nd ed.
E. Fernea Warnock (1965) Guests of the Sheik
And a coursepack of supplementary readings
Also recommended: M. Johnson and B. Everitt (1988)
Essential Reproduction, 3rd edition

Caroline Bledsoe
Anthropology B11
CULTURE AND SOCIETY
Office: 1810 Hinman, #203
Telephone: 491-4825

Description: This course will introduce students to the principles and data used by sociocultural anthropologists to understand different societies. Human societies from hunting-gathering bands to state systems will be used as cases to illustrate a wide range of social behaviors and institutions. Lectures will focus on variations in kinship and marriage, economics, politics, stratification, and religion.

A recommended textbook provides a general description of how modern anthropologists work. Several case studies describing life in specific cultures will be used for illustration, in conjunction with selected films.

Teaching Methods: Lectures, discussion sections, and films.

Methods of Evaluation: Exams and a possible written assignment.

Texts:

Nanda Cultural Anthropology. Wadsworth Publishing
Shostak. Nisa Bowen. Return to Laughter
Scheper-Hughes. Saints, Scholars and Schizophrenics.

Donald Stone Sade

Anthropology B16

THE LIVING PRIMATES: Their Behavior, Ecology, and
Conservation

Office: 1810 Hinman, #54A

Telephone: 491-5402

Description: The Primates, humankind's closest relatives, are widely distributed throughout the world's tropical regions. Their diversity in size, behavior, and adaptation makes them an intrinsically interesting group aside from their affinity to our own species. In contrast to many other mammals, Primates are usually highly social, their groups integrated by complex systems of communication. After a brief review of the evolution, distribution, and taxonomy of Primates, Part One of the course will introduce the diversity of communication and social organization within the group. Part Two will review the major findings of research on the environmental relations of the Primates, including foraging ecology, predator avoidance, disease, and demography. Part Three will summarize the current conservation status and prospects for survival of the many Primates now threatened with extinction by human activities. This part will include discussion of the establishment of reserves in natural areas, restoration of disturbed habitats, captive breeding programs, and the mixed results of reintroduction programs. No prerequisites.

Methods of Evaluation: Evaluation will be based on two mid-terms and a final examination.

Readings: The basic text will be B. Smuts, et al., editors, Primate Societies. Recommended supplements are Alison Richard, Primates in Nature, and Alison Jolly, The Evolution

of Primate Behavior. Workshops and films will supplement the other materials.

William Irons

Anthropology C10

EVOLUTION AND HUMAN SOCIAL BEHAVIOR

Office: 1810 Hinman, #201

Telephone: 491-4844

Description: This course examines attempts to understand human behavior and culture from the vantage point of evolution. Why did the human capacity and propensity for culture evolve? To what extent do human behavior and culture make sense as the reproductive strategies of the human species? Can the theory of evolution be a predictive theory of human behavior and of cultural variation? The course begins by reviewing relevant evolutionary theory and then examines theoretical and empirical research designed to apply this theory to human beings. Among other things the course will discuss the so-called "sociobiology debate".

Required Texts:

Richard D. Alexander, *Darwinism and Human Affairs*, 1979.

L. Betzig, M. Borgerhoff Mulder, and P. Turke, *Human Reproductive Behavior*, 1988.

R. Hinde, *Individuals, Relationships, and Culture*, 1987.

James A. Brown

Anthropology C25

ARCHAEOLOGICAL LABORATORY METHODS

Office: 1810 Hinman

Telephone: 491-5402

Description: What happens to archaeological material after it is excavated? How do archaeologists translate these remains into data that tell us about the everyday lives of prehistoric people? This archaeological laboratory methods class provides hands-on experience with the basic laboratory procedures and the kinds of analyses used to interpret lithic (stone), ceramic, floral and faunal materials recovered from archaeological sites. Students work with remains recovered from Northwestern University's Summer Archaeological Field School at the Zimmerman site, the Grand Village of the

Kaskaskia, across the Illinois River from Starved Rock. Student research projects will contribute to a preliminary site report. Field school students are encouraged to follow up their summer experience by taking this course, but all interested students are welcome.

Methods of Evaluation: The class will join together in classifying and tabulating finds from actual excavations according to the principles introduced in this class. Each student will be responsible for a share of the sample. At the end of the course the participants will present their findings in a seminar and hand in two documents: 1) worksheets for each bag of excavated material, and 2) a three-page summary of work sheet data. Evaluation will be based on overall performance, including fidelity to lab procedures (which will be monitored during the course) and grasp of the patterns formed by the data. Prerequisites include an archaeological course, preferably either a summer field school such as C21, or a methods course, e.g., C22.

Readings: A special syllabus for sale to this class only.

Malcolm Dow
Anthropology C62-1
QUANTITATIVE METHODS OF ANALYSIS
Office: 555 Clark
Telephone: 491-4835

Description: This is the first term of a three-quarter sequence intended to explore the art of developing, elaborating, contemplating, testing, and revising models of human behavior. Although the course materials will be formal in nature, all of the concepts presented will be illustrated using a wide range of examples from the social science literature. This first quarter will cover introductory concepts in probability, hypothesis testing, correlation, chi-square, and especially linear regression. No prerequisite; P/N is allowed.

Teaching Methods: Lecture and discussion.

Methods of Evaluation: In-class midterm and final examination.

Texts:

David Hurst Thomas, *Figuring Anthropology*. Holt, Rinehart & Winston.

Wonnacott & Wonnacott, *Introductory Statistics for Business and Economics*, 2nd edition (1977).

Robert Launay

Anthropology C70

ANTHROPOLOGY IN HISTORICAL PERSPECTIVE

Office: 1810 Hinman

Telephone: 491-5402

Description: Rather than attempting the impossible--an overview of the whole history of the discipline of anthropology--this course will focus on one particular problem: the relationship between theory and ethnographic description on in cultural anthropology. The course will attempt to survey the development of certain schools of thought in the discipline since the mid-nineteenth century: early evolutionism; American historical particularism; British structural functionalism; culture and personality studies; cultural materialism; French structuralism.

In order to examine the ways in which each of these theoretical approaches affects the ways in which anthropologists choose to describe what they observe, the class will read a series of ethnographies (or portions of ethnographies) written at different times from different points of view. To make comparison easier, I have chosen ethnographies which focus on "primitive religion". It must be stressed, however, that this is not a course about primitive religion as such, but rather about how one particular topic can be treated from different points of view.

Teaching Methods: Lectures tracing the development of the discipline will alternate with class discussions focused on weekly reading assignments. In order to keep these discussions focused, it is imperative that readings be completed on schedule.

Methods of Evaluation: One 5-10 page and one 10-15 page paper will be required. There will be no exams.

Readings:

Emile Durkheim, *The Elementary Forms of the Religious Life*
Gregory Bateson, *Naven*
Paul Radin, *The Winnebago*
E. E. Evans-Pritchard, *Nuer Religion*
Roy Rapaport, *Pigs for the Ancestors*
Alonso Ortiz, *The Tewa World*

Helen B. Schwartzman

Anthropology C77

PSYCHOLOGICAL ANTHROPOLOGY

Office: 1810 Hinman

Telephone: 491-5402

Description: Is mental illness found in all societies in the world? How does it vary from individual to individual as well as cross-culturally? What techniques are used in traditional and modern societies? And what can be learned from traditional societies about the treatment of mental illness? All of these questions are raised in this course, which surveys and critiques recent research in anthropology, psychology and psychiatry on the social basis of mental health and illness. Differences in the definition, description, diagnosis, incidence and treatment of mental illness across cultures will be specifically considered in this course.

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

Methods of Evaluation: Grades will be based on two short papers and one take-home final exam.

Readings:

Scheper-Hughes, Nancy (1979) *Saints, Scholars and Schizophrenics*. Berkeley: University of California Press.

Oswald Werner

Anthropology C90

Topics in Anthropology: THE INTERVIEW

Office: 1810 Hinman, #208

Telephone: 491-4830

Description:

Gillian Bentley
Anthropology C90

Topics in Anthropology: HUMAN REPRODUCTIVE ECOLOGY
Office: 1810 Hinman, #55
Telephone: 491-4839

Description: This class discusses the ecological and evolutionary forces that have shaped human male and female reproduction. We will explore the basic physiological dynamics of human reproduction as well as the environmental and cultural influences through which these dynamics can be altered. We will examine particular case studies of reproductive ecology in a variety of subsistence groups including foragers, farmers and industrial communities. We will also compare the reproductive patterns of our closest primate relatives, in an effort to understand the evolution of human reproductive strategies. Prerequisite: B13 or permission of instructor.

Methods of Evaluation: One exam, and one 10-15 page final paper.

Readings:

James W. Wood (1993) Dynamics of Human Reproduction: Biology, Biometry and Demography (in press; we will use xeroxed copy with permission from author and publisher).
Course pack of supplementary readings.

Donald Stone Sade
Anthropology D01-1
LOGIC OF ANTHROPOLOGICAL INQUIRY
Office: 1810 Hinman, #54A
Telephone: 491-7590

(For Department of Anthropology graduate students only)

Robert Launay
Anthropology D74
THE ANTHROPOLOGY OF SCRIPTURAL RELIGIONS
Office: 1810 Hinman

Telephone: 491-4841

Description: The "anthropology of religion", as a subspecialty of the discipline, has typically centered around the study of so-called "traditional" (if not "primitive") religions, religions associated with specific cultures and localities, as opposed to "world religions" associated with canonical bodies of scripture. More recently, anthropologists have increasingly turned their attention to the study of scriptural religions. This seminar will be specifically devoted to anthropological approaches to Judaism, Christianity, Islam and Buddhism. The course will consider the following questions, among others: to what extent can we apply the same theories and methods to the study of "traditional" non-scriptural religions and to universalizing scriptural ones? What (if anything) can anthropology as a discipline contribute to the study of these religions?

Tentative Readings:

Clifford Geertz, Islam Observed

Michael Gilson, Recognizing Islam

M. E. Combs-Schilling, Sacred Performances

Max Weber, Ancient Judaism

Peter Brown, Body and Society

John and Jean Comaroff, From Revelation to Revolution

S. J. Tambiah, Buddhism and Spirit Cults in Northern Thailand

James A. Brown

Anthropology D90

Topics in Anthropology: SEMINAR FOR ARCHAEOLOGISTS

Office: 1810 Hinman

Telephone: 491-5402

Description: "By their dead ye shall know them" is a saying that has special meaning for archaeologists intent on using mounds, tombs and cemeteries to establish past social structures. This course will systematically explore current knowledge of the social dimensions of mortuary practices with particular emphasis on the problem of identifying social ranking and stratification from burial remains. A global perspective will be employed that makes use of historical and ethnological examples to shed light on the widest range of human behavior possible. Both idealist and materialist

perspectives will be reviewed.

Methods of Evaluation: seminar participation for each week's assigned readings, and term paper.

Readings: Reserve list.

Caroline Bledsoe

Anthropology D90

Topics in Anthropology: KINSHIP

Office: 1810 Hinman, #203

Telephone: 491-4825

Description:

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

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Last Updated: May 5, 1993

Fall 1993 Course Descriptions

0404 African-American Studies

Leon Forrest

African-American Studies B10-1

SURVEY OF AFRICAN-AMERICAN LITERATURE

Time: TTH 10:30-12

Office Address: Andersen Hall 2-134

Phone: 491-5122

Expected Enrollment: 75

COURSE DESCRIPTION: This two-quarter sequence will deal comprehensively with major novels, autobiographies, and poems. The selected literature projects both the 'felt-knowledge' and the conscience of the race, in terms of the black odyssey, South, Middle Country and North. Both segments of the sequence will underscore the influence upon American society of these works and their pivotal position within the African-American literary tradition and the larger context of American letters. The two-part sequence will be cumulative, but the greater stress will be on the literature of the Northern experience and contemporary, literary problems.

No prerequisites, P/N is allowed.

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

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

READING LIST: Albert Murray, Train Whistle Guitar
Ralph Ellison, Invisible Man
James McPherson, Elbow Room
Toni Morrison, Sula

Fannie T. Rushing
African-American Studies B36-1
INTRODUCTION TO AFRICAN-AMERICAN STUDIES
Time: MW 2-3:30
Office Address: Andersen Hall 2-133
Phone 492-4805
Expected Enrollment: 30

COURSE DESCRIPTION: This course surveys the Black experience and is a basic introduction to the field of African-American studies. It is intended both as the first of several courses in the field and for students who will take only one course on the Black experience. This quarter develops a comprehensive overview of the Black experience: theory and method in African-American Studies; the African background and the slave trade; the slavery, rural agricultural and urban industrial periods; social structure (workers and the middle class) and the development of racism.

No prerequisites, P/N allowed.

TEACHING METHOD: Lectures and Discussion.

EVALUATION: Multiple Measures, One Short and One Long Paper, Class Participation.

READING LIST: TBA

Leon Forrest
African-American Studies C38-0
DOSTOEVSKY'S WAY
Time: TTH 2:30-4:00
Office Address: Andersen Hall 2-140
Phone: 491-5122
Expected Enrollment: 35

COURSE DESCRIPTION: This course will investigate the impact Dostoevsky's novels, Notes From Underground and Crime and Punishment, had upon Richard Wright, Ralph Ellison and William Faulkner. In addition to Dostoevsky's novels, we will discuss Wright's novella, The Man Who Lived Underground; Ellison's Invisible Man; and Faulkner's Light In August.

METHOD: Class discussion; and two papers

No prerequisites, P/N is allowed....

EVALUATION: 20% of the grade will go for class participation.

Sandra L. Richards
African-American Studies C80
BLACK FEMINIST THEORY
Time: Thursdays, 7-9:30 pm
Office: Andersen Hall, 2-149
Phone: 491-7958
Expected Enrollment: 10

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

Fannie Rushing
African-American Studies C80
RACISM, "RACE", AND NATIONAL IDENTITY
IN THE AMERICAS
Time: MW 11:-12:30
Office: Andersen Hall 2-133
Phone: 491-4805
Expected Enrollment: 10

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

PREREQUISITE: Juniors, Seniors, Consent of Instructor.

TEACHING METHOD: Lecture and Discussion.

READING LIST: TBA

Jacqueline Ward
African-American Studies C94
ARTS AND ENTERTAINMENT MANAGEMENT
Time: Mondays 7-9:30 pm
Office: 1-138 Andersen Hall
Phone: 491-4804
Expected Enrollment: 15

COURSE DESCRIPTION: This class will focus less on the theory of arts management and more on the practical application of your existing knowledge base to management and administration; an introduction to terminology and jargon of the disciplines;

a working knowledge of resources and; exposure to as many disciplines through field trips and volunteer activities as the 10 week schedule will allow.

PREREQUISITE: None

TEACHING METHOD: Lecture and Class Discussion.

EVALUATION: Journal, Final Paper and Class Participation.

READING LIST: TBA

ctec@northwestern.edu

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Last Updated: May 1993

Fall 1993 Course Descriptions

0405 Art History

Hollis Clayson and Michael Leja

Art History B10

INTRODUCTION TO VISUAL CULTURE

Time: MWF 1

Office Address: Kresge 208 (HC) and 223 (ML)

Office Phone: 491-8025 (HC), 491-8030 (ML), 491-3230 (Dept)

Expected Enrollment: 391

COURSE DESCRIPTION: The course seeks to provide the beginning art history student with a range of conceptual and verbal skills essential to the description and analysis of a wide variety of visual images. We will use examples of painting, sculpture, architecture, prints, video and other media from diverse cultures and time periods. The course will survey the purposes served by sundry examples of visual culture and the diverse strategies they have employed.

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

READINGS: TBA

Julie Harris (Visiting Professor)

Art History C29

SPECIAL TOPICS IN MEDIEVAL ART: Spain c. 650-1140

MWF 10-11

Office phone: 491-3230

COURSE DESCRIPTION: This chronological survey will examine Spanish medieval art of the Visigothic through the Romanesque period. It will include all media produced by the Christian communities of Spain; that is manuscript illumination, ivory and metalwork, sculpture, fresco, and architecture. Although our material originated in a Christian context, we will consider attitudes toward contemporary Islamic and Jewish

artistic traditions. Other themes to be discussed include Royal Patronage and the Pilgrimage to Santiago de Compostela.

PREREQUISITES: It is expected that students have completed the Survey of Art History.

EVALUATION: Midterm and Final exams. Participation in classroom discussion of assigned readings.

Sandra Hindman
Art History C29

SPECIAL TOPICS IN MEDIEVAL ART: ILLUMINATED MANUSCRIPTS OF
THE MIDDLE AGES

TTh 9-10:30

Office Address: Kresge 219

Office Phone: 491-8028

Expected enrollment: 30

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: Christopher de Hamel, *Scribes and Illuminators*, Toronto 1991 and Otto Pucht, *Book Illumination*, London 1986.

Staff

Art History C30-1

RENAISSANCE ART

Time: TTh 12:30-2

Expected enrollment: 30

COURSE DESCRIPTION: A survey of the principal works of art from the rise of the city-state (c. 1250) to the phenomenon of mannerism in the 16th century, including works by Giotto, Donatello, Leonardo, Michelangelo, and Raphael. Topics include the new conception of the artist and the changing role of the patron as well as the establishment and transformation of artistic genres.

Nancy Troy

Art History C60-1

TWENTIETH-CENTURY ART: POST-IMPRESSIONISM TO CONSTRUCTIVISM

TTh 10:30-12:00

Expected enrollment: 30

COURSE DESCRIPTION: In lectures, readings, and discussion sections, this course will examine the impact of industrialization and related economic, political, and social circumstances on the production of European artists between 1890 and 1918. The major artists and movements to be considered are: Monet, Cezanne, Van Gogh, Gauguin, Art Nouveau, Matisse, Cubism, Futurism, De Stijl, Dada, and Russian Art of the World War I period. Students will be expected to make at least one trip on their own to the Art Institute of Chicago.

No prerequisites, but B01-3 is recommended.

Whitney Davis
Art History D01
METHODS IN THE HISTORY OF ART
Time: M 2-5
Office Address: Kresge 254
Office Phone: 491-8026
Expected Enrollment: 15

COURSE DESCRIPTION: The seminar surveys the intellectual development of art history as a continual rethinking of the relation between an object, usually but not always defined as "works of art," and a subject, an "art historian." The aim of the class is to equip students with some of the conceptual resources--and a certain amount of the disciplinary history and theoretical background--to engage representative, current professional art-historical writings. The course will proceed in a rough chronological order beginning with an overview of Kantian aesthetics and Winckelmannian art-historical archaeology and concluding with an analysis and critique of the conceptualization of the 1994 College Art Association meeting in New York. Special attention will be given to the relations between scholarship and pedagogy and to the questions of multilingual professional competence (in modern European languages) and multicultural exposure (to non-Western social structures and conventions).

PREREQUISITES: None; Required of first-year graduate students in the Department of Art History; Open to others by permission.

TEACHING METHOD: Weekly meetings to discuss assigned readings; short class presentations. Brief writing assignments will include a ("mock") literature survey/abstract; book review; slide lecture; grant proposal; and other exercises, each focused on a different literature or data base (33%). A term paper (topic assigned by the instructor) will examine the intellectual sources of an influential recent text (33%). A final exam will complete the evaluation (33%).

READINGS:
Weekly assigned readings TBA

(Background summer readings, if possible)

Sandra Hindman

Art History D30

STUDIES IN RENAISSANCE ART: LATE MEDIEVAL MANUSCRIPTS/EARLY
PRINTED BOOKS IN NORTHERN EUROPE

Class meets at Newberry Library, Chicago

Time: T 2-5

Office Address: 219 Kresge

Office Phone: 491-8028

Expected enrollment: 15

COURSE DESCRIPTION: Drawing on the rich resources of Special Collections in the Newberry Library, this course will investigate primary evidence on the condition of making, illustrating, and reading books produced from about 1350 to 1550. Its particular focus will be on centers of production in northern Europe: in France, Germany, the Netherlands, and Belgium. Topics of special interest for the course include: the structure of the "atelier" or shop; the division or hierarchy of labor; the relationship between text and image; and the changing patterns of reading and looking. This course should be most suitable for graduate students at the pre-dissertation stage, for it should give them both an acquaintance with the tools of manuscript and incunabula research and an opportunity to define a long-term research project. At the same time, it is hoped that the course will provide participants with an introduction to the unique evidence that can be gleaned from each book when it is studied as a social and cultural artifact.

PREREQUISITES: Permission of instructor (space is very limited).

TEACHING STRATEGY: Meetings will be either workshops or presentations by the instructor and class members or a combination of both. The first two meetings will consist entirely of overviews of manuscript and printed material among the Newberry Library's holdings. Subsequent meetings will consist of shorter presentations by the instructor on different topics (special problems in localizing Books of Hours, the problems of the earliest printed books,

identifications of bindings and watermarks, identification of texts in music manuscripts, and so forth). Students will also have the opportunity to conduct hands-on research on a project selected in consultation with the instructor during these "workshop" sessions. The last two sessions consist of presentations of research by all the participants in the course.

EVALUATION: An oral presentation and a final paper will determine the grades.

READING: Available for purchase:

Barbara A. Shailor, *The Medieval Book*. (Toronto, University of Toronto Press, 1991).

Sandra Hindman, ed., *Printing the Written Word*. (Ithaca, NY: Cornell University Press, 1991).

Leonard Boyle, *Medieval Latin Palaeography: A Bibliographical Introduction*. (Toronto: University of Toronto Press, 1984).

O. K. Werckmeister

Art History D60

STUDIES IN TWENTIETH CENTURY ART: THE ISSUE OF REVOLUTIONARY ART DURING THE GREAT DEPRESSION

Time: W 3-6

Office Address: Kresge Hall 35-37

Phone: 475-0836

Expected Enrollment: 15

COURSE DESCRIPTION: After 1923, when the post-World War I revolutions throughout Europe outside the Soviet Union had been defeated, the revolutionary designation of modern art, so often claimed for its opposition to established social order, could no longer be maintained with any political certainty. Conversely, in the Soviet Union, where a revolution had been accomplished in 1917 and was at the same time declared to be an ongoing process towards the future, the notion of revolutionary art was maintained as a standing ideal regardless of changes in actual cultural policy. Competing factions of the Soviet art world, and after 1932, policy-making bodies of the Soviet art administration,

invariably invoked this ideal. Thus, in East and West, the more uncertain the ideology of revolutionary art became, the more stridently was it proclaimed. In the decade between 1929 and 1939, from the start of the Great Depression to the start of the Second World War, art took its place within the resurgence of a revolutionary rhetoric which corresponded to the increasing tendency towards non-constitutional political change endemic in all countries concerned. Stalinist art officials shared the term revolutionary art with functionaries of the National Socialist Party and with anti-establishment art critics of the modernist scene. It is at the end of this decade that Leon Trotsky, Diego Rivera, and Andru Breton, in their protracted gatherings at Coyoacun, Mexico, between May 20 and July 25, 1938, wrote their manifesto For an Independent Revolutionary Art. Here, the long-standing revolutionary claims of modern art were advanced in their most uncompromising and hence most contradictory form. Denouncing the suppression of artistic freedom under both Hitler and Stalin, Trotsky, Rivera, and Breton nonetheless upheld the political ideology of revolution against what they perceived to be the bankrupt culture of capitalist democracy. In this seminar, the issue will be explored in an international scope, drawing on the participants' diverse areas of specialization.

READINGS:

Timms, Edward, and Collier, Peter, ed., Visions and Blueprints: Avant-Garde Culture and Radical Politics in Early Twentieth-Century Europe, Manchester, 1988 NUL 940.2 V831

RESEARCH PAPER: A research paper commensurate with each student's specific preparation and abilities will be required.

David Van Zanten
Art History D90-1

ANDREW W. MELLON PROGRAM IN ART OBJECTS: CHICAGO ARCHITECTURE

Time: F 2-5

Office Address: Kresge 255

Office Phone: 491-3230

Expected Enrollment: 15

COURSE DESCRIPTION: The course is the first in the three-

quarter "Art Objects" sequence, but being introductory open to all interested graduate students. It will use the masterpieces of Chicago architecture (including the work of Louis Sullivan, Daniel Burnham, Frank Lloyd Wright and Mies van der Rohe) to study the problem of museology in general and of the architectural museum in particular. It will attempt not only to formulate a "mock architectural exhibition" presenting architectural subjects, but also to deal with what sort of thing that might be displayed in this situation--a presentation of objects, drawings, models and/or photographs in a space within the Loop (the Art Institute) and/or the arrangement of an experience of the Loop and of these buildings embedded in it (by a preservation-restoration project? by a guide book?). It will explore just what it is that might be of value in architecture, what the museum's part is in explaining its value, how to bring it out, and how to preserve it.

TEACHING METHOD: Three-hour seminar meeting each week, three of these during the quarter at the Art Institute itself.

READINGS:

Neil Harris, Cultural Excursions

Ivan Karp and Steven Lavine (eds.), Exhibiting Cultures

Carl Condit, The Chicago School of Architecture

Daniel Bluestone, Constructing Chicago

William Cronon, Nature's Metropolis

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Last Updated: May 1993

Fall 1993 Course Descriptions

0406 Art Theory & Practice

James Yood

Art Theory & Practice, A01-0

FRESHMAN SEMINAR (Contemporary Art Criticism)

Office address: Kresge Hall 42

Time: MW 2:00-3:30

Expected enrollment: 15

COURSE DESCRIPTION: The objective of this course is to define and open avenues of interpretation and individual criticism of a broad spectrum of contemporary visual art, together with selected historical background (presented in lectures) which form the twentieth century antecedents of more contemporary methods, theories and approaches.

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 final paper.

Hannah Dresner, MW 1-4

Maria Tomasula, TTh 1-4

Art Theory & Practice, A20-0

BASIC PAINTING

Office address: Kresge Hall, rm. 216

Expected enrollment: 18

COURSE DESCRIPTION: Individualized instruction especially intended for those students with little or no painting experience.

No prerequisites. P/N is permitted.

TEACHING METHOD: Instruction includes canvas preparation, color mixing, composition, painting techniques. Emphasis on still life. There will be periodic discussions and critiques.

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

Lorraine Peltz

Art Theory & Practice, A24-0 sec. 20

ESSENTIALS OF DESIGN; MW 9-12

Office address: 30 Kresge Hall

Expected enrollment: 15

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

No prerequisites. P/N is permitted.

TEACHING METHOD: Periodic explanatory lectures, group discussions.

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

Hannah Dresner, MW 9-12

Gary Justis, TTh 1-4

Art Theory & Practice, A25-0, sec 20, 21

BASIC DRAWING; 246 Kresge Hall

Office address: Kresge 217

Expected enrollment: 18

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

No prerequisites. P/N is permitted. TTh 1-4 open only to freshman and sophomores

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.

Maria Tomasula

Art Theory & Practice, B22-0

INTERMEDIATE PAINTING; TTh 9-12:00

Office address: Kresge Hall, rm. 217

Expected enrollment: 18

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

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

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

METHODS OF EVALUATION: The final grade will be based on three-part evaluation of each student's performance and finished paintings as follows: EFFORT = ambition of projects in terms of scale or complexity; preparedness, includes having needed painting materials like stretched canvasses and photographic sources when required; level of attendance; being on time; level of overall improvement. PAINTING FORM = how well visual and technical information are assimilated; level of skill in paint application and in modelling form; quality of decisions made in terms of scale, composition, value, use of color, etc. PAINTING CONTENT = quality of ideas; how well chosen images convey intended content; level of creativity in terms of hwo sources are used and which sources are used.

Chris Pielak
Art Theory & Practice, B25-0
INTERMEDIATE DRAWING; TTh 9-12
Office address: Kresge Hall, rm. 217
Expected enrollment: 18

COURSE DESCRIPTION: Problems emphasizing traditional methods and techniques as they relate to describing form. Drawing from life and imagination. Individual problem solving is encouraged.

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; TTh 9-12:00

Office address: Kresge Hall, rm. 2

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.

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, B50-1
BASIC PHOTOGRAPHY; TTh 9-12:00
Office address: Kresge Hall, rm. 217
Expected enrollment: 12

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

No prerequisites. P/N is permitted.

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

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

Brian Sikes
Art Theory & Practice, C25-1
ADVANCED DRAWING; MW 1-4
Office address: Kresge Hall, rm. 215
Expected enrollment: 18

COURSE DESCRIPTION: This course is designed for advanced undergraduate art majors, graduate students and those with a high degree of proficiency in drawing. The major emphasis is on the development of pencil technique with some work in pen and ink. Some figure drawing and still life rendering will be offered. The major emphasis will be in developing the graphic imagination of the student through self-exploratory problems.

Prerequisites: A25, B25 or consent of the instructor.

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

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

Staff

Art Theory & Practice, C32-0

INTAGLIO; MW 1-4

Office address: Kresge Hall, Rm. 203

Expected enrollment: 10

COURSE DESCRIPTION: Students will be taught traditional intaglio techniques on zinc plate, including drypoint, hard and soft ground etchings, aquatint, lift ground, and photographic techniques. Demonstrations will concern the effective preparation and use of intaglio drawing materials, the printing plate, inks, papers, the press, and a range of related subjects. Professionally printed images will be examined in the studio.

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

TEACHING METHOD: The development of individual thoughts and perceptions is expected from each student. Frequent technical demonstrations are given so that the intaglio medium becomes an effective and unobstructed vehicle for such expressions.

Preparadness, rate of attendance and cooperation will also count toward your final grade.

METHODS OF EVALUATION: The degree of completion of assignments, executed with technical proficiency and conceptual depth, is paramount. Additionally, grading will

take in consideration the student's rate of attendance, level of preparedness, cooperation, and working intensity in the studio. Mid-term and exam week critiques

Staff

Art Theory & Practice, C33-0

LITHOGRAPHY; MW 9-12

Office Address: Kresge Hall, Rm. 203

Expected enrollment: 10

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

James Valerio

Art Theory & Practice, D22

STUDIO PAINTING; MW 9-12

Office address: Kresge Hall, rm. 249

Expected enrollment: 12

COURSE DESCRIPTION: Flexible structure with emphasis on the coordination and development of the students' individuality

and on a heightened sense of the visual orchestration.
Emphasis also on individual directions.

Prerequisites: Graduate level or permission of instructor

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

METHODS OF EVALUATION: Grade evaluation is based on a combination of effort, growth, inventiveness, final portfolio and rate of attendance. Individual as well as periodic group critiques

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Last Updated: May 1993

Fall 1993 Course Descriptions

0407 Astronomy

Astronomy A20
Highlights of Astronomy

Instructor: Staff

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

Prerequisites: One year of high-school algebra.

Teaching method: Three lectures and one discussion session per week. Even though the enrollment is expected to be fairly large, classroom discussion is encouraged.

Evaluation: One or more midterms and a final examination.

Text: Universe, 3rd Edition, Kaufmann

Astronomy B10-1
General Astronomy

Instructor: Staff

Course description (B10-1,2): Do not confuse this course with the A-level descriptive courses! This is the Fall-Winter sequence for science majors and has a more rigorous mathematical basis.

First Quarter: The physical principles of optics and astronomical instruments, the motions of the earth, orbits and physical conditions in the solar system, the observed

characteristics of the sun.

Second Quarter: The distances and radiative properties of the stars, binary systems, variables, clusters, the interstellar medium, the Milky Way, external galaxies and cosmology.

Prerequisites: Calculus and one year of college physics. P/N is not encouraged. The second quarter may be taken without the first.

Teaching method: Three lectures per week.

Evaluation: One or midterms and a final.

Astronomy C25-0
Stellar Structure and Evolution

Instructor: Staff

Course description: Physical conditions in stellar interiors. Comparison of theory and observations in stellar evolution. White dwarfs, neutron stars, and black holes.

Prerequisites: Astronomy B10-1,2 and Physics A35-1,2,3

Teaching method: Three lectures per week.

Evaluation: One or midterms and a final.

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Last Updated: May 7, 1993

Fall 1993 Course Descriptions

0409 Biological Sciences

Robert King

Biological Sciences, A04-6

GENETICS AND HUMAN WELFARE

Time: TBA

Office Address: 5-130 Hogan Hall

Phone: 491-3652

Expected Enrollment: 16

COURSE DESCRIPTION: This course will focus on the role of genetics in human affairs; specifically, on how hereditary diseases affect the family and society. To understand the range of hereditary diseases, their causes, and possible cures, each seminar participant will write a review paper on a specific hereditary disease. To facilitate this project, the instructor will lecture on the fundamentals of human genetics, methods of library research, and the techniques of scientific writing. The student will also give a condensed oral presentation of his or her report and each student will prepare a written critique of another student's review.

TEACHING METHOD: Lectures, student essays and oral presentations, discussions and peer reviews.

EVALUATION: Based on the combined grades given the review (60%), the oral report (20%) and the critique (20%).

READING LIST: King and Stansfield, A Dictionary of Genetics
McMillan, Writing Papers in Biological Sciences
Pierce, The Family Genetics Source Book

John S. Bjerke

Biological Sciences, 409-A70

CONCEPTS OF BIOLOGY

Time: Lecture MWF time to be arranged

Review Session (optional) F time to be arranged

Office Address: Swift hall, 306, 2029 Sheridan Road

Office Phone: 467-1394

Expected Enrollment:

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

PREREQUISITES: None. Not open to students who have completed (or are currently enrolled in any part of) the 409-B10 sequence or to students who have completed 409-A70. P/N not permitted.

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

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

TEXTBOOK: To be selected.

John S. Bjerke

Biological Sciences, 409-A80

INTRODUCTION TO BIOLOGY AT THE MOLECULAR LEVEL

Time: Lecture MWF

Discussion/Review Session (optional) F

Office Address: 306 Swift Hall

Office Phone: 467-1394

Expected Enrollment:

COURSE DESCRIPTION: A comprehensive discussion of the

structures and properties of lipids, carbohydrates, proteins, and nucleic acids will be followed by consideration of the roles of molecules in biological functions such as enzyme action, storage and utilization of genomic information transfer during reproduction, receptor function, homeostatic mechanisms, energy metabolism, photosynthesis, membrane potentials, and hormonal regulatory processes.

PREREQUISITES: None. Satisfies the CAS distribution requirement for Natural Sciences Area I. 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 and one 2-hour discussion/review session (optional) per week plus an optional Computer-Assisted Instruction (CAI) program.

EVALUATION: Three mid-term examinations (the last one given during the final exam period).

TEXTBOOK: Textbook to be selected; supplements from other sources as appropriate.

Gary Galbreath/Richard Gaber
Biological Sciences, 409 B10-1
BIOLOGY

Time: MWF 8,
MWF 11

Office Address: MLS 3135
Office Phone 491-5452
Expected Enrollment: 500

COURSE DESCRIPTION: Transmission and population genetics; evolutionary biology.

PREREQUISITES: Chemistry A03 or A72; concurrent registration in Chemistry B10-1.

TEACHING METHOD: Correlated lectures and laboratories.

EVALUATION: Via examinations and evaluation of laboratory work.

READING LIST: TBA

David LeMaster
Biological Sciences, 409-C01
BIOCHEMISTRY
Time: MWF 2:00
Office Address: Tech 3015
Phone: 491-7329
Expected Enrollment: 250

COURSE DESCRIPTION: An introductory course in biochemistry. The course will include the chemistry of macromolecules, enzymology, intermediary metabolism and control of metabolic reactions.

PREREQUISITE: Chemistry 411-B10-1 and 411-B10-2.

TEACHING METHOD: There will be three lectures per week and a required quiz or review section. The students are expected to read the assignment before the lecture so that they may follow the large amount of new material.

EVALUATION: Bi-weekly quizzes, one midterm and one final examination.

READING LIST: Stryer, Biochemistry, 3rd edition;
Gumport, Jonas Mintel, Rhodes and Koeppe, Student's
Companion to Stryer's Biochemistry.

Douglas Burman
Biological Sciences, 409 C02-0
FUNDAMENTALS OF NEUROSCIENCE
Time: MWF 10:00
Office Address: MLS 2165
Phone: 491-7374
Expected Enrollment: 35

COURSE DESCRIPTION: This course is designed to provide a

strong background for students who pursue nearly any specialty within neuroscience. Although a major focus is on cellular and molecular neurobiology, basic information about neuroanatomical pathways, systems neurophysiology, and developmental neurobiology is included. Tests are designed to encourage integration and application of knowledge beyond the context in which it is taught.

PREREQUISITES: None

TEACHING METHOD: Predominantly lectures, with some discussion of relevant issues and some homework. Students are encouraged to contact the instructor for individualized help with conceptual issues.

EVALUATION: Three midterms plus a comprehensive final.

READING LIST: Levitan & Kaczmarek, "The Neuron: Cell and Molecular Biology"
Nicholls, Martin & Wallace, "From Neuron to Brain", 3rd ed.

Fred W. Turek

Biological Sciences, 0409-C24

BIOLOGICAL CLOCKS

Time: MW 11:00-12:30

Office Address: Material & Life Sciences Building, room 2129

Phone: 491-2865

Expected Enrollment: 70

COURSE DESCRIPTION: This course is designed to offer the student a comprehensive treatment of the properties and the role of biological clocks in living systems with emphasis on daily and seasonal rhythms. The course will examine the general properties of biological clocks and will analyze how biological clocks are used to time a number of diverse activities at the level of the cell, the organ, as well as the organism. Special emphasis will be placed on neural basis for the generation of circadian rhythms. The importance of biological rhythms for human health and disease will be covered in this course. Much of this course will involve the analysis and discussion of classic and recent experiments that have been carried out in the study of

biological clocks.

PREREQUISITES: 409-B10-1, 2 and 3 or consent of the instructor.

P/N is allowed.

TEACHING METHOD: Lectures and discussion of classic and current research articles.

EVALUATION: Two mid-terms and a final exam.

READING LIST: Collection of about 25 published papers that are selected by professor.

Jon E. Levine

Biological Sciences, 409 C25-0

ANIMAL PHYSIOLOGY

Time: TTH 9:00-10:30

Office Address: 4-150 Hogan Hall

Phone: 491-7180

Expected Enrollment: 40

COURSE DESCRIPTION: The physiological principles and underlying mechanisms responsible for the ability of animals to regulate essential variables in the steady state, and to survive in the face of alterations in the external environment. The intra-cellular and intercellular transfer of material and information; the role and regulation of various physiological systems including respiratory, cardiovascular, renal endocrine and central nervous systems; interrelationships among organ systems.

PREREQUISITES: Biological Sciences 409-B10-3 and completion of departmental chemistry and mathematics requirement; or permission of instructor.

TEACHING METHOD: Lecture.

EVALUATION: Midterm, 33%; final, 33%; term paper, 33%.

READING LIST: Text: Animal Physiology, Latest Edition (Eckert and Randall); Other readings: original research

articles, reviews.

STAFF

Biological Sciences, 409 C55

IMMUNOBIOLOGY

Time: MWF 9, plus 1 hr. discussion , TBA

Office Address: TBA

Office Phone: TBA

Expected Enrollment: 80

COURSE DESCRIPTION: The immune system is the primary defense mechanism of vertebrates against invading pathogenic organisms. This cellular system has the remarkable ability to recognize as foreign any material which is not normally a constituent of an individual's own tissues. This includes not only bacteria and viruses, and even tumor cells when they express modified or new proteins, but nearly all compounds from a chemist's shelf - natural and synthetic. The immune system confronts this vast universe of foreign materials, referred to as antigens, by synthesizing an equally vast array of proteins each of which can bind to one antigen, and by so doing eliminate it. How this array of antigen-receptors is generated, how the genes which encode these are organized, the strategies adopted by the immune system to specifically activate the cells which bear these receptors and fastidiously eliminate self recognition are addressed in this course.

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

TEACHING METHOD: Three weekly lectures plus 1 hour discussion section.

EVALUATION: 2-mid term exams, a final and quizzes.

READING LIST: Golub/Green, Immunobiology: A Synthesis, 2nd Edition, Sinauer Assoc. Inc. Publishers.

Douglas Engel

Biological Sciences, 409 C90

MOLECULAR BIOLOGY I

Time: MWF 1:00

Office Address: Hogan 4-120

Phone: 491-5139

Expected Enrollment: 80

COURSE DESCRIPTION: A detailed study of chromosome structure, prokaryotic (bacteriophage lambda and lac operons) and eukaryotic gene expression, cis-acting promoter sequences and trans-acting factors. Approaches to recombinant DNA.

PREREQUISITES: Biological Sciences 409-B10-2.

TEACHING METHOD: Three lectures per week, one discussion section.

EVALUATION: Two midterms exams and a comprehensive final exam.

READING LIST: James Darnell, Harvey Lodish, and David Baltimore, Molecular Cell Biology.

Marv Peiken

Biological Sciences, 409 C94-0

SENIOR LINKAGE SEMINAR

CONTROVERSIES IN MEDICINE (Open to seniors only)

Time: M 7:30-10:00 p.m.

Office Address: TBA

Phone: TBA

Expected Enrollment: 15

COURSE DESCRIPTION: This is a seminar that will explore several controversial topics in medical care. It will delve into such issues as abortion, euthanasia, ethical problems of the AIDS epidemic, homosexuality and surrogate motherhood.

PREREQUISITES: None.

TEACHING METHOD: Discussion of research articles.

EVALUATION: Based on class discussions and two research

papers .

READING LIST: Medical Ethics, by Monagle, 1992 Edition.

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Last Updated: May 1993

Fall 1993 Course Descriptions

0411 Chemistry

Staff Chemistry

A01 GENERAL CHEMISTRY

Time: MTWThF 9:00, MTWThF 10:00, or MTWThF 3:00,
lab section times will vary

Office address:

Phone:

Expected enrollment: 600

Fall Quarter 1993

Sequence: The course is the first course in general chemistry for science majors. The sequence is completed by Chemistry A02 in the winter quarter, and Chemistry A03 in the spring quarter. No previous knowledge of chemistry is assumed, but most students in the class will have one year of high school chemistry.

Course Description: Topics covered in the course include the following: descriptive chemistry, elements and compounds; basic chemical calculations, mole problems, stoichiometry, and solution concentrations; gas laws; thermochemistry; quantum theory and electronic structure of atoms; periodic properties of the elements; nuclear chemistry; chemical bonding.

Prerequisites: None. P/N option is allowed, but not for those students planning on continuing with the sequence.

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.

Evaluation: There will be three one-hour examinations, each accounting for 1/6 of the final grade. Laboratory grades will account for 1/6 of the final grade. The two-hour

comprehensive final exam will be used to determine the remaining 1/3 of the grade. There will be no term papers.

NOTE: Please refer any questions regarding the course to Dr. Tom Weaver, Tech 1129, 491-3103.

Kenneth R. Poeppelmeier
Chemistry A71
ACCELERATED GENERAL INORGANIC CHEMISTRY
Time: MTWThF 1:00,
lab section times will vary
Office address: Tech B880
Phone: 491-3505
Expected enrollment: 220
Fall Quarter 1993

Sequence: The course is the first course in an accelerated sequence in general chemistry for science and engineering majors. The sequence is completed by Chemistry A72 in the winter quarter. The sequence is designed for those students who have had superior preparation in chemistry in secondary school. Most of the students in the course will have had two years of chemistry in high school.

Course Description: Topics covered in the course include the following: review of mole problems and stoichiometry; descriptive chemistry, elements, compounds and inorganic reactions; gas laws; phase equilibria and colligative properties; topics in chemical bonding, molecular and solid state structure, and chemistry of materials.

Prerequisites: The course requires placement by the chemistry department through the departmental placement exam given during new student week in the fall quarter.

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.

Evaluation: There will be two one-hour examinations, each accounting for 20% of the final grade. Laboratory grades

will account for 20% of the final grade. The two-hour comprehensive final exam will be used to determine the remaining 40% of the grade. There will be no term papers.

NOTE: Please refer any questions regarding the course to Dr. Tom Weaver, Tech 1129, 491-3103.

Frank E. McDonald
Chemistry B10-1 ORGANIC CHEMISTRY
Time: MTWF11:00
Office Address: Tech 2872
Phone: 467-2249
Expected Enrollment: 150
Fall Quarter 1993

Course Description: B10-1 introduces the fundamentals of organic chemistry with emphasis on the mechanistic principles governing the chemical behavior of organic compounds. The three-dimensional nature of chemistry, and application to alkane, alkene, alkyl halide and alcohol chemistry will also be discussed.

Prerequisites: Grade of C or better in A03 or A72 or equivalent is required. No P/N registration.

Teaching Method: The course will consist of three lectures and one quiz section per week (no laboratory).

Evaluation: Grades will be based on quizzes, several mid-term exams, and a final examination.

Reading List and Materials: Organic Chemistry, second edition, L.G. Wade, Jr. (Prentice-Hall, Inc.). Also required: a set of plastic molecular models (preferably the "Molecular Visions" molecular model kit (Darling), which will be sold by the Undergraduate Chemistry Council during the first week of classes).

Daniel Weeks
Chemistry B10-1 ORGANIC CHEMISTRY
Time: MWThF 1:00
Office Address: Tech 2142
Phone: 491-5650

Expected Enrollment: 220
Fall Quarter 1993

Course Description: Basic concepts of organic chemistry will be presented. Included are hybridization, resonance, nomenclature, stereochemistry, and reaction mechanisms. The preparation and reactions of alkyl halides, alkenes, and alcohols will also be covered.

Prerequisites: Grade of C- or better in A03 or A72 or equivalent. No P/N registrations.

Teaching Method: The course will consist of three lectures and one quiz section per week. No laboratory.

Evaluation: Grades will be based on quizzes, several mid-term exams, and a final examination.

Reading List:

Joyce C. Brockwell
Chemistry B10-3 ORGANIC CHEMISTRY
Time: MTWThF 4:00,
labs Wed or Thurs 1-6 PM
Office Address: Tech 2805
Phone: 491-3440
Expected Enrollment: 64
Fall Quarter 1993

Course Description: This course builds on the fundamentals developed in Chemistry B10-1,2. It will cover the chemistry of carboxylic acids and their derivatives, the additions and condensations of enolates, and the synthesis, mechanism, and stereochemistry of polyfunctional compounds, including carbohydrates, nucleic acids, proteins and enzymes, steroids and alkaloids. The laboratory provides training in simple synthesis and qualitative organic analysis.

Prerequisites: Chemistry B10-2 with a grade of C or better. No P/N registrations.

Teaching Method: Three lectures per week on Monday, Tuesday and Friday. Lecture hours on Wednesday and Thursday will be repeated lab material and discussion.

Evaluation: There will be two mid-terms and a final exam. Laboratory work will be evaluated and contribute to the final grade. Exams will be based on lectures, readings and laboratory work.

Richard B. Silverman
Chemistry B12-1 ORGANIC CHEMISTRY
Time: MTWThF 9:00
Office address: Tech 3868
Phone: 491-5653
Expected Enrollment: 70
Fall Quarter 1993

Course Description: Basic concepts of organic chemistry will be presented. Included are hybridization, resonance, nomenclature, stereochemistry, and reaction mechanisms. The preparation and reactions of alkyl halides, alkenes, and alcohols also will be covered.

Prerequisites: Chemistry A72 or A03 with a grade of C or better and permission of the department, or enrollment in ISP, or by departmental placement.

Teaching Method: The course will consist of three lectures, one quiz/discussion section per week, and one laboratory session.

Evaluation: Grades will be based upon quizzes, exams (mid-terms and final), and laboratory performance.

Text: Organic Chemistry 2nd edition by L.G. Wade, Jr.
Prentice-Hall, 1991

Tobin J. Marks
Chemistry C33 INORGANIC CHEMISTRY
Time: MWF 10:00
Office Address: Tech 2849
Phone: 491-5658
Expected Enrollment: 60
Fall Quarter 1993

Course Description: This is a one-quarter course in

inorganic chemistry for chemistry majors and non-majors who have completed two quarters of organic chemistry. Topics include chemical bonding, molecular structure, and reactions. Emphasis will be placed on the correlation of structures, properties, and reactions with the periodic table.

Prerequisites: Two quarters of organic chemistry.

Teaching Method: Lectures are the principal method of exposition.

Evaluation: Two mid-term examinations (40%), weekly quizzes (20%), and a final (40%).

Text: Inorganic Chemistry by Shriver, Atkins and Langford, 1st Edition, W.H. Freeman Company (1990).

Guide to Solutions for Inorganic Chemistry, by S.H. Strauss, W.H. Freeman Company (1990) - optional.

Kenneth R. Poeppelmeier
Chemistry C35 INORGANIC SYNTHESIS LABORATORY
Time: T 10:00, Labs vary
Office Address: B880
Phone: 491-3505
Expected Enrollment: 50
Fall Quarter 1993

Course Description: A laboratory course in modern methods of synthesis, separation, and spectroscopic characterization of inorganic compounds. Also included will be an introduction to current topics in inorganic chemical research.

Prerequisites: Chemistry B12-3 or B10-3 and Chemistry C33 (may be taken concurrently).

Teaching Method: One lecture and one 5-hour laboratory per week. Lectures will be devoted to the translation of primary literature sources to safe and reliable laboratory procedures and cover current topics in inorganic research. The experiments will employ reactions studied in Chemistry C33.

Evaluation: Grades will be determined by laboratory performance, notebook writing, a research paper, and one oral presentation on an inorganic synthesis.

Brian M. Hoffman
Chemistry C42-1 THERMODYNAMICS
Time: MTWThF 11:00
Office address: 3022
Phone: 491-3104
Expected enrollment: 100
Fall Quarter 1993

Course Description: The laws of thermodynamics, chemical potentials, solution 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 two mid-term examinations, a final examination, and graded homework assignments.

Text: Atkins, Physical Chemistry, 4th edition.

Frederick J. Northrup
Chemistry C61-0 ADVANCED LABORATORY
Time: WThF 1:00-6:00
Office address: Tech B854
Phone: 491-7910
Expected enrollment: 24
Fall Quarter 1993

Course Description: Advanced laboratory in analytical and physical chemistry.

Prerequisites: Chemistry C29, C42-1,2, C45.

Teaching Method: Three 5-hour laboratories.

Evaluation: Grades will be determined by laboratory performance, notebook writing, written and oral reports.

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Last Updated: May 5, 1993

Fall 1993 Course Descriptions

0413 Classics - Latin

413 A01-1

ELEMENTARY LATIN

Expected enrollment: 35

Time: MTWF 2:00

Instructor: Shannon Byrne-Cueva

Office: Kresge 5

Phone: 491-8044

COURSE DESCRIPTION: The first of a three-quarter sequence of grammatical training in classical Latin; provides basic instruction in the grammar, vocabulary and syntax of classical Latin through close analysis of Roman authors.

PREREQUISITES: None.- P/N not allowed.

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

METHOD OF EVALUATION: Preparation of daily assignments, participation in classroom work and weekly quizzes.

TEXT: To be determined.

413 A01-3

ELEMENTARY LATIN

Expected enrollment: 30

Time: MTWF 9:00

Instructor: Jeanne Ravid

Office: Kresge 9

Phone: 491-8043

COURSE DESCRIPTION: This is the third of a three-quarter sequence in elementary Latin. The goal is the development of

proficiency in Latin grammar, vocabulary, and syntax through reading and analysis of Latin prose and poetry.

PREREQUISITES: A01-2 or placement by departmental exam. No P/N allowed.

TEACHING METHOD: Translation and discussion of daily reading assignments, and a methodical study of syntax and vocabulary. There will be weekly quizzes covering class work and translation passages at sight.

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

TEXT: To be announced.

413 B01-1

INTRODUCTION TO LATIN LITERATURE: CATULLUS

Expected enrollment: 20

Time: MWF 10:00

Instructor: Daniel Garrison

Office: Kresge 13

Phone: 491-8041

COURSE DESCRIPTION: Reading and discussion of Catullus' poems.- Primary emphasis will be on the understanding of Catullus' language, and on the ways in which poetry adds literary value to his meaning.- In addition to the study of Catullus, this course provides foundational skills for the further study of Latin literature.

PREREQUISITES: Latin A01-3 or equivalent.- P/N allowed.

TEACHING METHOD: Informal lecture and discussion, with emphasis on individual participation.

METHOD OF EVALUATION: Grades are based on classwork, quizzes, memorization, and a final.

TEXT: Daniel Garrison, The Student's Catullus (available from SBX).

413 C10-0

READINGS IN LATIN LITERATURE

Expected enrollment: 20

Time: MWF 11:00

Instructor: Daniel Garrison

Office: Kresge 13

Phone: 491-8041

COURSE DESCRIPTION: A study of the chief works of Latin literature, arranged in a three year cycle.- In Fall, 1992, we will read selections from Ovid's Metamorphoses.

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

TEACHING METHOD: Discussion and informal lectures.

METHOD OF EVALUATION: Classwork, midterm and final exam or term paper.

TEXT: Ovid, Metamorphoses.

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Last Updated: May 1993

Fall 1993 Course Descriptions

0414 Classics (in English)

414 A10-0

A STUDY OF SCIENTIFIC VOCABULARY THROUGH CLASSICAL ROOTS

Expected enrollment: 35

Time: See secretary in Kresge 18

Instructor: Jeanne Ravid

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 SBX)

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

414 B20-1

THE ANCIENT WORLD

Expected enrollment: 120

Time: TTh 1:00-2:30

Instructor: James Packer

Office: Kresge 12

Phone: 491-8046

COURSE DESCRIPTION: Introduction to the civilization of the Ancient World. In the first half of the quarter, the lectures and discussions treat the social and cultural evolution of the Near East (Mesopotamia, Egypt, Palestine, the Hittite Empire); in the last half, they concentrate on the institutions, society, material culture, and intellectual life of the Greek World from 2000 B.C. to 480 B.C.

PREREQUISITES: None.- P/N not allowed.

TEACHING METHOD: Each week: one lecture; one in-class discussion of the literature and thought contemporary with the society under study.

METHOD OF EVALUATION: Participation in class discussions (25%); midterm (25%); and final (50%)

TEXTS: Actual list may vary. Readings will be available at SBX and on reserve at University Library.

N.K. Sandars (ed.), Epic of Gilgamesh (Penguin, L 100); J. A. Wilson, Culture of Ancient Egypt (Phoenix Books p. 125)-core; M.I. Finley, The World of Odysseus, 2nd ed. (Penguin Books); D. Kagan, Problems in Ancient History, I, The Ancient Near East and Greece, 2nd ed., (Penguin Books); R.N. Frye, The

Heritage of Persia (RBR); W.J. Oates and C.T. Murphey, Greek Literature in Translation (Longmans Green & Co.) (RBR); C.A. Robinson & W.G. Sinnigen, Ancient History, 3rd ed. (MacMillan).

414 C10-1

FROM HOMER TO ARISTOTLE

Expected enrollment: 20

Time: TTh 2:30-4:00

Instructor: Martin Mueller

Office: University Hall 419

Phone: 467-1065

COURSE DESCRIPTION: This course is the first quarter of a two-quarter exploration of the cultural and intellectual history of the Greek city state, and in particular Athens, from its beginnings to the time when the polis ceased to be the dominant political form of the Greek world. Homer and Aristotle serve as convenient markers for the beginning and end of this epoch. But these names in their sequence also draw attention to the emergence of increasingly specialized forms of discourse as a distinctive feature of Greek intellectual history. Homer is poetry, history, and philosophy all in one, but Sophocles, Herodotus, and Plato, not to speak of Thucydides and Aristotle, occupy distinct spaces on a social map of knowledge. The growing separation and continuing interaction of poetry, history, and philosophy is one of the most crucial Greek contributions to the intellectual history of the West and will receive special attention in this course. So will the question how the works that have shown a marked capacity to speak to listeners and readers in other times and places are rooted in the intense local conditions of one particular polis.

Major topics of the first quarter will be: 1) the Homeric poems as both pictures of a world before the polis and the foundation for the religious, intellectual, and social values of the archaic and classical polis; 2) the constitutional theory and practice of the early polis and the emergence of "democratic" institutions in some of them; 3) the body of thought about power and empire triggered by the Persian Wars and subsequent hegemony of Athens; and 4) the emergence of

tragic drama as a substantial civic institution that draws much of its power from a systematic tension between archaic and modern, sacred and secular modes of explanation.

The course will rely on readings in primary texts and documents. It will also make use of Perseus, the hyper- and multi-media database of Greek civilization.

PREREQUISITES: None.

TEACHING METHOD: Discussion.

METHOD OF EVALUATION: Two papers and a take-home final.

TEXTS: Readings include: Homer, Iliad and Odyssey (substantial selections); Herodotus (substantial selections); Aeschylus, Oresteia, Prometheus Bound; Sophocles, Aias, Antigone, Women of Trachis, selections from the lyric poets and pre-Socratic philosophers; and Aristotle (?), The Constitution of Athens.

414 C21-1

ROMAN REPUBLIC

Expected enrollment: 40

Time: TTh 10:30-12:00

Instructor: James Packer

Office: Kresge 12

Phone: 491-8046

COURSE DESCRIPTION: This course covers the history of Rome, from the foundation of the city in 753 B.C. to the death of Julius Caesar in 44 B.C. Starting as a small, unimportant central Italian city, Rome had, by the end of the first century B.C., become the dominant power in the Mediterranean Basin. The lectures and class discussions will examine the process by which this change occurred and link the growing power of the Roman state with contemporary social, economic, constitutional and religious developments.

PREREQUISITES: None.- P/N allowed.

TEACHING METHOD: Lectures and class discussions.

METHOD OF EVALUATION: Midterm and final take-home exam (both essays); 10-page typed term paper; class discussions.

TEXT: M. Cary and H.H. Scullard, A History of Rome (available at SBX).

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Last Updated: May 1993

Fall 1993 Course Descriptions

0415 Classics - Greek

415 A01-1

ELEMENTARY GREEK

Expected enrollment: 20

Time: MWF 1:00 pm

Instructor: John Wright

Office Address: Kresge 17

Office Phone: 491-8039

COURSE DESCRIPTION: An introduction to the forms, vocabulary and syntax of Homeric Greek, in order to begin reading Homer's Iliad (around mid-quarter).

PREREQUISITES: No prerequisite. P/N allowed.

TEACHING METHOD: Reading, recitation, and translation interspersed with glimpses of Greek culture.

METHOD OF EVALUATION: Grading will be based on classwork, quizzes, and final.

TEXT: Pharr and Wright, Homeric Greek.

415 B01-1

INTRODUCTION TO GREEK LITERATURE

Expected enrollment: 15

Time: MTWF 12:00

Instructor: John Wright

Office: Kresge 17

Phone: 491-8039

COURSE DESCRIPTION: The primary aim of the course is the development of proficiency in reading ancient Greek.- There will be systematic review of syntax, morphology, and basic

vocabulary during the first quarter.- Readings for the first quarter will consist of the ninth book of Homer's Iliad (the Embassy to Achilles) and the opening scenes of Sophocles' Oedipus Rex; for the second quarter, the remainder of the Oedipus Rex; and for the third quarter, Herodotus' account of the Battle of Thermopylae and Plato's Crito.- This selection will provide an introduction to the major genres of ancient Greek literature (epic, drama, and prose), while at the same time offering the student the opportunity to read some of the greatest classics of that literature in the original language.

PREREQUISITES: Greek A01-3 or consent of instructor.

TEACHING METHOD: Classroom reading, translation, discussion.-

METHOD OF EVALUATION: Frequent short quizzes, classroom performance.

TEXT: J.-Wright, ed., The Second Year of Greek (available from the Classics Department). Other readings from Homer, Iliad, Sophocles, Oedipus Rex.

415 B06-1

MODERN GREEK II

Expected Enrollment: 20

Time: MWF 2:00

Instructor: Lena Thodos

Office Address: Kresge 10

Office Phone: 491-8045

COURSE DESCRIPTION: The second year of Modern Greek. There will be a short review of first year grammar, vocabulary, and sentence structure, and then the class will proceed with intermediate material. Readings will be taken from Modern Greek literature (poetry and prose).

PREREQUISITES: Greek A06-3, and/or permission of instructor.

TEACHING METHOD: Daily assignments covered in class.

METHOD OF EVALUATION: Weekly quizzes, midterm and final examinations.

TEXT: Demotic Greek II by Peter Bien.

415 C01-0

READINGS IN GREEK LITERATURE

Expected enrollment: 10

Time: MWF 1:00

Instructor: Staff

Office: Kresge 14

Phone: 491-8047

COURSE DESCRIPTION: Authors and topics arranged in a three-year cycle. The topic for Fall 1991 will be determined according to the mutual interests of the professor and students.

PREREQUISITES: Greek B01-3, equivalent, or permission of department. P/N not allowed.

TEACHING METHOD: Informal lecture and discussion.

METHOD OF EVALUATION: Classwork, midterm and final exam or paper.

TEXT: To be arranged.

415 D01-1

CLASSICAL PHILOLOGY: THEORY AND PRACTICE

Expected Enrollment: 10

Time: MWF 1:00-2:00

Instructor: John Wright

Office Address: Kresge 17

Office Phone: 491-8039

COURSE DESCRIPTION: A description of the phonology, morphology, and syntax of Homeric Greek with reading and analysis of texts, coupled with an examination of the theory

and practice of classical philology using Homeric scholarship as illustrative material. Intended for graduate students in English, History, modern literature, HLR, Philosophy, etc.

PREREQUISITES: None.

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

METHOD OF EVALUATION: Weekly quizzes, grading of individual projects.

TEXT: Wright, Homeric Greek.

ctec@northwestern.edu

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

[Northwestern University](#)

Last Updated: May 1993

Fall 1993 Course Descriptions

0416 Comparative Literary Studies

CLS B01-2 Fall 93-94

John Dagenais

WESTERN EUROPEAN LITERATURE: TRADITION AND TRANSFORMATION

Time: MWF 1:00

Office Address: 232 Kresge

Office Phone: 491-8126

Enrollment: 80

COURSE DESCRIPTION: This course introduces students to texts which have played a key role in the formation of the Western European literary tradition. The course will trace the formation and transformation of certain motifs, episodes, characters, values, and narrative techniques from the dawn of civilization in the ancient Near East (Epic of Gilgamesh, Genesis) through the latest developments in the New World (Marquez's 100 Years of Solitude). We will focus our discussions around the mode of "romance," but will also trace the interplay among this mode and two other important modes: the pastoral and, especially, the picaresque.

No prerequisites.

IT IS NOT NECESSARY TO HAVE TAKEN CLS B01-1 IN ORDER TO REGISTER FOR THIS COURSE. P/N not allowed. Attendance at first class mandatory.

TEACHING METHOD: Lectures; discussion sections (enrollment at first class).

EVALUATION: Midterm, Final, and participation in discussion sections.

READINGS:

Primary Readings

	Epic of Gilgamesh
Homer	Odyssey
Dante	Divine Comedy

Cervantes	Don Quixote
Voltaire	Candide
Shelley	Frankenstein
Woolf	To the Lighthouse
Marquez	100 Years of Solitude

Ancillary Readings (Selections)

	Genesis
Aristotle	Poetics
Virgil	Aeneid
Rousseau	Confessions
Milton	Paradise Lost
Joyce	Ulysses

CLS B05-0 Fall 93-94

W.B.Worthen

INTRODUCTION TO MODERN DRAMA

Time: TTh 10:30-12

Office Address: 1979 South Campus Drive

Office Phone: 1-2590

Enrollment: 180

COURSE DESCRIPTION: This course will survey the major dramatic and theatrical modes of the twentieth-century stage, paying particular attention to two issues: the ways the dramatic text offers a theoretical inspection of the representational possibilities of the stage, and the ways that the material practice of the stage inflects the substance of the drama. Beginning with the powerful innovation of stage realism at the turn of the century, we will survey the work of the major modern playwrights--Ibsen, Chekhov, Pirandello, Shaw, Brecht, Beckett--as well as the work of our own contemporaries--Pinter, Churchill, Shange, Friel, Soyinka, among others. Since the relationship between text and performance is a political one, our discussion will often examine the question of "representation" in a variety of ways, bringing questions of class, gender, ethnicity, "race," and politics to bear on the formal and aesthetic work of the modern stage.

Requirements: Attendance at lecture and discussion sections. Two papers (3-5 pp.), final examination.

Texts:

Samuel Beckett, Waiting for Godot
Caryl Churchill, Plays: One
W.B.Worthen, ed., The HBJ Anthology of Drama

CLS B71-3 Fall 93-94

Phyllis Lyons

JAPANESE LITERATURE IN TRANSLATION:

INTRODUCTION TO MODERN JAPANESE LITERATURE

Time: TTh 10:30-12.00

Office Address: 2010 Sheridan

Office Phone: 1-2766

Enrollment: 30

COURSE DESCRIPTION: Japanese literature of the twentieth century reflects the energy and stresses of Japan's emergence into the modern world. This course examines a number of stories and novels by major writers that illustrate a new concern for the individual, the pull between traditional values and a need for self-definition and self-fulfillment, and the changing social structure under pressures of modernization, expansion, war, defeat and the extraordinary recovery that characterizes modern Japan.

PREREQUISITES: None

TEACHING METHOD: Lecture and class discussion

EVALUATION: Three short papers (3 pages) and one long final paper (10-12 pages); no exams.

READING LIST:

Natsume, Soeki	Kokoro
Tanizaki, Junichiro	Some Prefer Nettles
Kawabata, Yasunari	Snow Country
Dazai, Osamu	The Setting Sun
Mishima, Yukio	The Temple of the Golden Pavilion
Oe, Kenzaburo	A Personal Matter

Books available at SBX.

CLS B74-2 Fall 93-94

Wen-Hsiung Hsu

CLASSICAL CHINESE FICTION

Time: MW 3:00-4:15

Office: 2010 Sheridan Road

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 Zuegin The Story of the Stone
Y.W. Ma, Ed. Traditional Chinese Stories: Themes and
Variations

CLS C01-0 Fall 93-94

Fran•oise Lionnet

THE WRITER IN SOCIETY: NARRATIVES OF RESISTANCE

Time: TTh 1:00-2:30

Office Address: 130 Kresge

Phone: 491-8265

Enrollment: 25

COURSE DESCRIPTION: How do writers use language to represent their experience of political conflicts and social crises? How do they bear witness to a culture's urgent need for social change, and can they be effective in helping to bring about such changes? Do the "narratives of resistance" which denounce social injustices qualify as art or as propaganda? Can we make such theoretical distinctions? This course will examine the role of male and female writers in a variety of cultural contexts (European, African, American).

EVALUATION: Based on class participation, two papers (5 pp.) and a final essay.

READING LIST:

Nawal el Saadawi	Woman at Point Zero
Maya Angelou	I Know Why the Caged Bird Sings
Myriam Warner-Vieyra	Juletane
Bessie Head	The Collector of Treasures
Jomo Kenyatta	Facing Mount Kenya
Albert Camus	The Stranger
Leila Sebbar	Sherazade

CLS C13-0 Fall 92-93

Dario Fernandez-Morera

STUDIES IN FICTION: FICTION AND FREEDOM

Time: MWF 12:00

Office Address: 136 Kresge

Office Phone: 1-5253

Expected Enrollment: 30

COURSE DESCRIPTION: Through the reading of selected novels, (Alexander Zinoviev's *The Radiant Future*, R. Heinlein's *The Moon Is a Harsh Mistress*, F. Dostoevsky's *The Demons*), this course will examine some questions of fundamental importance for the humanities, chosen from among the following:

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

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

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

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

CLS C82-3 Fall 93-94

Jules Law

HISTORY OF LITERARY CRITICISM

Time: T Th 10:30-12:00

Office Address: 352 Kresge

Office phone: 1-5526

Enrollment: 30

COURSE DESCRIPTION: In this course we shall survey the twentieth century's most important theoretical contributions to the study of literature, beginning with structuralism and concluding with recent debates concerning the nature and status of literary canons. We shall examine the various "decoding" techniques developed by structuralism and psychoanalysis; the recruitment of such techniques to social critique in the traditions of Marxism and Feminism; the philosophical critique of structuralist assumptions in the work of "deconstruction" and Lacanian psychoanalysis; and the attempt to combine "rhetorical" or "textual" methods with "materialist" and "historicist" ones in the work of New Historicism.

EVALUATION METHODS: Evaluation will be based on a mid-term paper (1000 words), a final paper (2000 words) and class participation. All readings are in the Richter anthology (The Critical Tradition) at SBX.

CLS C97-0 Fall 93-94
Michal Ginsburg and Peter Fenves
Literary Studies Colloquium
Time: TTh 4:00-6:00
Enrollment: 15

COURSE DESCRIPTION: This seminar will be a year-long colloquium organized around the theme of autobiography and memory. The colloquium is focused around papers given by a series of prominent speakers from a wide variety of disciplines. The first speaker will be Leo Bersani (U.C. Berkeley), who will discuss some late texts by Samuel Beckett.

Course Organization: The colloquium will have seven speakers over the course of the year (three in the fall, two in the winter and spring quarters). Each of these meetings will be framed by discussion sessions during which the students will be introduced to the work of the speakers and given an opportunity to discuss in detail their positions, methods and

standpoints. Students must register for the whole academic year.

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

Readings: TBA.

CLS D01-0 Fall 93-94
Michal Ginsburg and Peter Fenves
Literary Studies Colloquium
Time: TTh 4:00-6:00
Enrollment: 12

COURSE DESCRIPTION: This seminar will be a year-long colloquium organized around the theme of autobiography and memory. The colloquium is focused around papers given by a series of prominent speakers from a wide variety of disciplines. The first speaker will be Leo Bersani (U.C. Berkeley), who will discuss some late texts by Samuel Beckett. Students have the opportunity to invite a speaker of their choice for the spring quarter.

Course Organization: The colloquium will have seven speakers over the course of the year (three in the fall, two in the winter and spring quarters). Each of these meetings will be framed by discussion sessions during which the students will be introduced to the work of the speakers and given an opportunity to discuss in detail their positions, methods and standpoints. Students must register for the whole academic year.

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

Readings: TBA.

CLS D11-0 Fall 93-94

Christine Froula

INTRODUCTION TO GRADUATE STUDIES

Time: W 2:00-5:00

Office Address: 314 Kresge

Office Phone: 1-3599

Enrollment: 7

COURSE DESCRIPTION. This seminar explores a range of current issues in literary scholarship, criticism, theory and pedagogy. Taking the 1981 and 1992 editions of the MLA Introduction to Scholarship in Modern Languages and Literatures as basic texts, we will attempt to map the changing state, size and shape of the discipline of literary studies. Alongside this work, we will also study scholarly, critical and theoretical works focused on particular texts, problems, and debates in order to gain some practical experience with a range of approaches to literature, from textual scholarship, literary history and "new historicism" to theories of interpretation, debates about canons and canonization, and feminist and gender criticism. Tentative examples: textual scholarship in relation to Emily Dickinson's poetry, historical criticism in relation to Shakespeare's *Midsummer Night's Dream*, poststructuralist psycholinguistic approaches to literary interpretation in relation to Edgar Allan Poe's *The Purloined Letter*, approaches to teaching in relation to Mary Shelley's *Frankenstein*. Requirements will include weekly exercises and a review essay.

CLS D13-0 Fall 93-94

Mary Beth Rose

COMPARATIVE STUDIES IN THEME: GENDER AND REPRESENTATION IN EARLY MODERN CULTURE

Time: F 2:00-5:00

Office Address:

Office Phone:

Enrollment: 15

COURSE DESCRIPTION: This course will examine the construction of ideologies of gender in early modern texts and will explore the ways in which these ideologies limit and/or empower representation. How does gender function as an ordering principle in the creation of texts? Topics covered will include gender and the performance of heroic identity; the relation of social mobility to the struggle for sexual equality; the formation of female and male subjectivities; shifting conceptions of sexuality; and gender and the representation of authority. Writers to be considered include Christine de Pizan, Castiglione, Elizabeth Tudor, Shakespeare, Marguerite de Navarre, Milton, and Aphra Behn.

CLS D87-0, joint with German D22-0 Fall 93-94

Helmut Mller-Sievers

LITERATURE AND THE ARTS: LITERATURE IN THE AGE OF RESTORATION, REVOLUTION, & REACTION: GESAMTKUNSTWERK

Time: T 4:00-6:30

Office Address: 111 Kresge

Office Phone: 1-8291

Enrollment: 10

COURSE DESCRIPTION: How was Nietzsche possible? The seminar will try to understand this (Nietzschean) question by researching the two poles that dominated Nietzsche's early existence: the German university, its professoriate, and its emblematic science: classical philology on the one hand; Wagner's operas and the Wagnerian inclination to the total work of art (Hang zum Gesamtkunstwerk) on the other. By immersing ourselves in post-1848 German culture we will try to follow Nietzsche's thought as it breaks with the university, with classical philology and, ultimately, with Wagner. Of Nietzsche's texts, we will be primarily concerned with the writings leading up to the *Geburt der Tragdie*, and with some later reflections on music. A detailed reading list will be provided at the beginning of class.

This being a serious enterprise in cultural studies, students are urged to acquire fluency in the cultural idiom of the time before the beginning of the class. This means, above all, familiarity with Wagner's oeuvre (indispensable are: *Tannhauser*, *Lohengrin*, *Tristan und Isolde*, *Die*

Meistersinger von Nürnberg, Der Ring des Nibelungen, Parsifal); but also with music "around" (late Beethoven, Schumann, Liszt), and "against" Wagner (Brahms, Bizet, Offenbach, Meyerbeer, Verdi). Since it has been wisely remarked that it is difficult to cram music, I suggest that students start as early as possible to frequent the music library's listening facilities.

I would like students to engage in serious research and produce a substantial paper. CLS-students are encouraged to write on Wagner-Nietzsche in their respective "home" literatures. Please see me for possible paper topics.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: May 1993

Fall 1993 Course Descriptions

0417 Economics

Mark Witte

Economics B01

INTRODUCTION TO MACROECONOMICS

Fall 1993

Time: MTW 12:00-1:00 PM, plus section Th or F at 12:00-1:00 PM.

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

PREREQUISITES: None.

TEACHING METHOD: Lectures.

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

TEXT AND READINGS: Baumol and Blinder's Macroeconomics, 5th edition.

Heilbroner's The Worldly Philosophers, any edition.

Krugman's The Age of Diminished Expectations, any edition.

Packet of readings.

Robert Eisner Fall 1993

Economics B01

9AM MTW and quiz section Th or F

Introduction to Economics

Office Address: Andersen Hall G-146

Phone: 491-5394

Expected Enrollment: 200

COURSE DESCRIPTION: This is a basic course in economics for

majors and non-majors. The goal is understanding of the basic nature of the economy--an appreciation of what makes it tick along with criticisms and suggestions for improvement. The main focus is on what creates inflation and deflation, prosperity and depression, full employment and unemployment. This involves a rudimentary understanding of the banking system and the supply of money along with fiscal policy, that is government expenditures and taxation, budget deficits and federal debt. The course will apply some of the systematic tools of economic analysis to current issues of poverty, income distribution, taxation, national priorities, international economic relations and competition versus economic controls.

The course entails three lectures per week with the class broken into sections which meet once a week. Students may be called upon in lecture and are encouraged to ask questions. They are also encouraged to read their assignments of both the text and outside readings and to attend class. The sections are more in the nature of discussion groups or sessions where difficult material is gone over quite thoroughly. The course has no prerequisites and P/N is allowed for those not majoring in economics.

Evaluation is based primarily upon two usually multiple-choice hour examinations and one multiple-choice final, weighted 25%, 25%, and 50% with some discretion for participation in sections and lectures, and mercy.

Text: Probably William J. Baumol and Alan S. Blinder, Economics, Principles and Policy.

Wolfgang Pesendorfer

Economics B02

12 MTW Quiz Section ThF

INTRODUCTION TO MICROECONOMICS

Office: G-201 Andersen Hall

Phone: 467-1341

Open Enrollment

COURSE DESCRIPTION: This course provides an introduction to microeconomics. The basic area of inquiry is the decision making of individuals and firms and their interaction via markets. Among the topics that may be considered are the

economic outcomes under competition, monopoly, and oligopoly; the functioning of labor markets; environmental economics; cases of market failure.

Prerequisites: B01

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

EVALUATION: There will be two midterms exams and a comprehensive final exam. Students will be assigned weekly problem sets which will count in borderline cases.

TEXT: TBA

Hilarie Lieb
Economics B13
ECONOMICS OF GENDER
Time: TTh 1:00-2:30
Office Address: G-236 Andersen Hall
Phone: 491-8225
Enrollment: 25

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

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

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

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

PREREQUISITES: none

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

READING: Blau, Francine D., and Fervor, Marianne A., The Economics of Women, Men and Work, Prentice-Hall, Englewood Cliffs, NJ, 1986.

Goldin, Claudia, Understanding the Gender Gap, Oxford University Press, New York, 1990.

Allan R. Drebin

Economics B60

Accounting and Business Finance

Time: (lecture) MW 3-4:30; (discussion sect) Th 3-4 or Th 4-5

Office Address: 5-186 Leverone Hall

Expected Enrollment: 120

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

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

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

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

TEXT: Eskew and Jensen, Financial Accounting. (4th Edition)

Joseph Altonji

ECONOMICS B81

INTRODUCTION TO APPLIED ECONOMETRICS AND FORECASTING

Time: MTW 9/Discussion 9 Th, 10 F

Office Address: Andersen G-280

Phone: 491-8218

Expected Enrollment: 60

DESCRIPTION: The purpose of this course is to provide students with an understanding of some of the techniques used in the estimation of relationships among economic variables. The topics will include univariate and multivariate regression, functional form, heteroskedasticity, serial correlation, and forecasting. Practical as well as theoretical issues will be discussed. Problem sets will use actual economic data and will provide students with experience in the use of econometric techniques to examine of economic data and to test of economic theories.

PREREQUISITES: Economics B80 or Statistics B10

READINGS: Essentials of Econometrics, by Damodar Gujarati and supplemental readings.

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

Abhay Ghiara

Economics C05

COMPARATIVE ECONOMICS SYSTEMS

Time: TTh 9:00-10:30a

Office Address: G-226 Andersen Hall

Office Phone: 491-8222

Expected Enrollment: 50

COURSE DESCRIPTION: Some theoretical issues followed by case studies. The United States economy, European Economy, Third World or materially poor economies, Japanese economy and economies of the former Soviet states.

PREREQUISITES: Economics B01 and B02, or knowledge of economic principles.

TEACHING METHOD: Lectures, discussions, and films.

EVALUATION: Two mid-term examinations and a final examination.

READING: Course packet available at Quartet Copies.

Krugman, Paul. The Age of Diminished Expectations. Cambridge: MIT Press, 1990.

Wolfgang Pesendorfer

Economics C06-2

INTERNATIONAL FINANCE

Time: MW 11:00-12:30

Office Address: G-201 Andersen Hall

Phone: 467-1341

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: J. Orlin Grabbe, International Financial Markets, Second Edition. Elsevier Science Publishing, 1991.

Mark Witte

Economics C08

MONEY AND BANKING

Fall 1993

Time: MW 2:00-3:30 PM

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

PREREQUISITES: Econ B01

TEACHING METHOD: Lectures.

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

TEXT AND READINGS: *Kohn, Meir, Money, Banking, and Financial Markets, 2nd ed.

*Malkiel, Burton, A Random Walk Down Wall Street
Packet of readings.

*Preliminary guess. I won't settle on a text or subsidiary readings until late this summer.

Robert M. Coen

Economics C09

ELEMENTS OF PUBLIC FINANCE

Time: 11-12:30/Discussion 11-12:30 F

Office Address: Andersen 2-108

Phone: 491-8207

Expected enrollment: 65

COURSE DESCRIPTION: The course focuses on the role of

government in altering the allocation of resources and distribution of income. Economic theories of governmental intervention are considered first, including an analysis of voting as a means of arriving at collective decisions. Applied problems in governmental budgeting and cost-benefit analysis are then examined. Finally, alternative methods of government finance - user fees, taxation, borrowing, and money creation - are discussed. The federal tax system in the U.S. is studied in detail.

PREREQUISITES: Economics C10-1, or consent of instructor. P/N registration is permitted.

TEACHING METHOD: Three lectures per week. Occasional problem sets.

EVALUATION: Problem Sets (20%), Midterm exam (40%) and final exam (40%).

READING LIST: Harvey S. Rosen, Public Finance, Chicago, Richard D. Irwin, third edition.

Leon N. Moses

Economics C10-1 Fall 1993

MICROECONOMICS

Office Address: 2-118 Andersen Hall

Office Hours: MTW 12:00/Discussion ThF

Phone: 491-8053 (office)

251-1143 (home)

COURSE DESCRIPTION: The goal of this course is to help students understand how scarce resources are allocated to different industries and activities in an economy that is largely organized through the operation of markets that are substantially free of direct government control and central planning of outputs and prices. Leisure and the not for profit sector (charity) are included in the idea of an activity.

The course is predicated on the idea that in order to achieve an understanding of how resources are allocated, students must learn to use a set of difficult concepts and analytical techniques that explain how markets for goods and services interact with those for factors of production to determine:

factor prices such as wages and interest; the prices of goods and services; outputs and the employment of factors of production in different industries and activities; changes in the above variables over time. The influence of different market structures, such as monopoly and competition, on the above variables and the ways that government influences them through taxes, subsidies, and a variety of regulatory mechanisms are also studied.

In both the regular class and the quiz sections there is a great deal of emphasis on the structuring and solving of problems that illustrate the workings of markets and how governmental or other restrictions on their operation can influence outputs, prices, profits, consumer well being, etc. Students are expected to study assignments before class because to a considerable extent the instructor's approach to working on problems is to direct questions at individual students. The course does not require calculus but it is often employed along with graphic techniques because many students have had calculus and find it easier to understand expositions that employ it.

STUDENT EVALUATION: Grading is based on performance on two mid-terms and a final examination. the first mid-term takes place on the Monday that begins the fourth week of classes. The second mid-term takes place on the Monday that begins the eighth week of classes.

Students know from the first day of class when the mid-term examinations are scheduled to take place. Therefore, there will be no make-up examinations except in the most unusual circumstances and with approval by both the Office of Studies and the Instructor. Each of the mid-terms accounts for 25% of the final grade and the final, which may draw from any part of the assigned readings, accounts for the remainder. Adjustments are made for situations in which students improve significantly over the course of the quarter.

READING: The book and the Study Guide that will be used in the course have not yet been selected, but the text will be one of the standard books in intermediate micro theory. There will be about 400 pages of assigned readings. Students are expected to solve all of the problems at the end of each assigned chapter in the text. The exams will draw on material developed in class, a significant amount of which goes beyond the text; the material developed in the quiz

sections; and on the material in the text, especially the problems.

Robert Eisner Fall 1993

Economics C11-1 11AM MTW and Th or F for quiz section

Macroeconomics

Office Address: Andersen Hall G-146

Phone: 491-5394

Expected Enrollment: 70

COURSE DESCRIPTION: This is a basic macroeconomic theory course. It treats the behavior of the economy as a whole: consumption, investment, money, interest, inflation and unemployment and economic growth. Considers role of government expenditures, taxes, deficits, debt, monetary policy and international trade in determination of national income and GNP.

TEACHING METHODOLOGY: Mixture of lectures, questions and discussion.

PREREQUISITES: B01.

METHODS OF EVALUATION: Two one-hour examinations and a final, generally multiple choice questions.

Abhay Ghiara

Economics C25

Economic Development

Time: TTH 1:00-2:30p

Office: Andersen Hall G-226

Phone: 491-8222

Expected Enrollment: 30

COURSE DESCRIPTION: I see this course as the second part of the issues discussed in Econ C05. I would like to use the analytical methods and background developed in that course to explore the various issues concerning capital-poor countries. Topics include the role of technological change in the spread of imperialism, imperialism and societies today, attitudes toward women and their effect on welfare, case studies in micro development and the future of capital-poor societies.

PREREQUISITES: Econ C05 Comparative Economic Systems.

TEACHING METHOD: Every possible new idea in the field of active learning will be used to minimize traditional lecture time. Student presentations, paired learning, films, introspection will all be combined with my extensive travels (which started a few days after birth!) in the Indian subcontinent and beyond and what I saw and heard.

EVALUATION: "I-Search Papers" and their presentation, workshops, in-class written assignments.

READINGS: Course Reader prepared by me. Newspapers from capital-poor countries.

Rebecca M. Blank

Economics C39

LABOR ECONOMICS

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

Office Address: 3-168 Andersen Hall

Office Phone: 491-3784

Expected Enrollment: 60

COURSE DESCRIPTION: The purpose of this course is to provide a general overview of labor markets. The course covers labor force participation, the allocation of time to market work, migration, labor demand, investment in human capital (education and on-the -job training), discrimination, unions, and unemployment. The course will also examine the impact of various government programs (such as unemployment insurance, minimum wages, or public assistance payments) on the labor market.

PREREQUISITES: C10

TEACHING METHOD: Primarily lecture with some discussion periods.

READINGS: The primary text will be Ehrenberg and Smith, Modern Labor Economics, 4th Edition. Scott Foresman and Co. 1991. There will also be a required packet of additional readings that the supplement text.

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.

Asher Wolinsky
Economics C50
8:30-10:00 MW

Monopoly, Competition and Public Policy

Office: 2-162 Andersen Hall

Phone: 491-4415

COURSE DESCRIPTION: The course will survey theories of the organization of markets and their public policy implications. Among the topics: monopolistic price discrimination, imperfectly competitive practices, horizontal and vertical integration, research and development.

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

TEACHING METHOD: Lecture with regular homework assignments.

Instructor: TBA

C60

FOUNDATIONS OF CORPORATE FINANCE

Time: TTh 9:00-10:30A

Office: Leverone 4-055

Phone: 491-3562

COURSE DESCRIPTION: The course will cover the basic issues in corporate finance. The main topics include discounting techniques, stock and bond valuation, capital budgeting under certainty and uncertainty, and the Capital Asset Pricing Model.

PREREQUISITES: Concurrent with a statistics course.

EVALUATION: 6-7 homeworks, midterm and final exams.

READING: Principles of Corporate Finance, 4th ed., by Brealey and Myers.

Instructor: TBA

C60

FOUNDATIONS OF CORPORATE FINANCE

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Office: Leverone 4-055

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COURSE DESCRIPTION: The course will cover the basic issues

in corporate finance. The main topics include discounting techniques, stock and bond valuation, capital budgeting under certainty and uncertainty, and the Capital Asset Pricing Model.

PREREQUISITES: Concurrent with a statistics course.

EVALUATION: 6-7 homeworks, midterm and final exams.

READING: Principles of Corporate Finance, 4th ed., by Brealey and Myers.

Robert Porter
Economics C81-1

INTRODUCTION TO ECONOMETRICS

Time: MW 12:30-2:00p

Office Address: 1-326 Andersen Hall

Phone: 491-3491

Expected Enrollment: 30

COURSE DESCRIPTION: This is the first quarter of the two quarter advanced undergraduate econometrics sequence. The sequence introduces data analytic and statistical methods that are useful in empirical economics. Regression analysis and its extensions will be emphasized. Students will apply the techniques they learn to a number of economic examples in problem sets.

PREREQUISITES: Statistics B10 (or equivalent), Math B14-1, and Math B14-2. Economics B81 and more math are recommended, but not required.

TEACHING METHOD: Two lectures per week. There will probably also be a discussion section.

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

TEXT BOOKS: R. Pindyck and D. Rubinfeld, Econometric Models and Economic Forecasts, 3rd edition, McGraw Hill, and E. Berndt, The Practice of Econometrics, Addison Wesley. Both books will also be used in C81-2 in the Winter quarter.

Rosa Matzkin
Economics C82-0
WELFARE ECONOMICS
Time: MW 2:00-3:30
Office Address: Andersen G-206
Phone: 491-8220
Expected Enrollment: 30

COURSE DESCRIPTION: This course provides a rigorous analysis of the following topics:

- (i) Determination of prices and allocation of resources through perfectly competitive markets
- (ii) Efficiency of perfect competition
- (iii) Attainability of efficient allocations through income redistribution
- (iv) Determination of resource allocation through the formation of coalitions
- (v) Efficiency of cooperative allocations
- (v) Measurement of consumers' welfare
- (vi) Aggregation of preferences
- (vii) Externalities and public goods

Special emphasis will be given to the theory of preferences, utility, and demand and to the model of perfectly competitive markets.

PREREQUISITES: Economics C10-1 and Mathematics B14-1,2

TEACHING METHOD: Two lectures a week. Occasional problem sets. The solutions of the problem sets will be discussed in class.

EVALUATION: Course grades will be based on problem sets performance (5%), a midterm (35%), and a final (60%).

READINGS: Private lecture notes will be available for purchase. Several reference books will be placed on reserve in the library and they will also be available for purchase from the bookstore.

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: July 1993

Fall 1993 Course Descriptions

0419 English

A05

Basic Composition

Time: Several Sections TBA
Office Address: 1902 Sheridan Rd
Phone: 491-7414
Enrollment: 15

Course Description: Basic Composition is designed for students who want a strong introductory course in expository writing. Emphasis is given to all phases of the composing process: gathering and analyzing material, drafting, revising, and editing. Students can expect to draft and revise several essays and to work actively in class meetings and individual conferences on developing their writing skills. Several sections will be offered in Fall (listed in September timetable only), Winter and Spring Quarters. For further information, please call the CAS Writing Program, 491-7414.

B05

Intermediate Composition

Time: Several Sections TBA
Office Address: 1902 Sheridan Rd
Phone: 491-7414
Enrollment: 15

Course Description: This course aims to help students master various forms of writing, with particular emphasis on techniques for producing clear, concise, and convincing expository prose. Students can expect to draft and revise at least three essays, to read and discuss expository and argumentative essays written by others, and to participate actively in class discussions and individual conferences. For further information, please call the CAS Writing Program, 491-7414.

Attendance at first class mandatory.

B06

Reading & Writing Poetry

Time:	Section 20	Charles Wasserburg	MW 2-3:30
	Section 21	Anne Winters	TTh 10:30-12
	Section 22	Tony Eprile	TTh 1-2:30
	Section 23	Anne Winters	TTh 2:30-4

Office Address: University Hall
Phone: 467-1346
Enrollment: 15

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, narrative voice, and style to shape their art. Students will also receive intensive practice in the craft of the short story, writing at least two short stories, along with revisions, short exercises, and a critical study of some aspect of contemporary fiction.

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 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 other students.

B07

Reading & Writing Fiction

Time:	Section 20	Tony Eprile	TTh 9-10:30
	Section 21	Frederick Shafer	TTh 10:30-12

Section 22 Frederick Shafer TTh 1-2:30
Office Address: University Hall
Phone: 467-1346
Enrollment: 15

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. 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 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.

Susan Manning
B12

Introduction to Drama
Time: TTh 1-2:30
Office Address: University Hall
Phone: 491-5120
Enrollment: 180

Course Description: This survey of Western literary drama pursues two interrelated inquiries. First, the course investigates how the conditions and conventions of production shape dramatic form. How did the festival theatre of ancient

Greece inform the dramaturgy of Aeschylus and Sophocles? How did the Globe Theatre influence Shakespeare as he sat down to write? Second, the course investigates changing roles for women in Western drama. While in the Greek and Elizabethan theatres women's roles were written by men and performed by men and boys, from the Restoration to the present women have played women and even at times turned their hand to playwriting. What are the repercussions of this shift? Lectures will be supplemented by videos of contemporary productions.

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

Teaching Method: lecture with required discussion sections.

Albert Cirillo

B34

Introduction to Shakespeare

Time: MWF 9

Office Address: University Hall

Phone: 491-3368

Enrollment: 230

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

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

Teaching Method: lecture with required discussion sections.

Evaluation Method: midterm and final exam; participation in discussion section.

Textbooks available at: SBX.

Lawrence Evans

B60

Introduction to 20th-Century British Literature

Time: MWF 10

Office Address: University Hall

Phone: 491-7486

Enrollment: 130

Course Description: A sampling of important and characteristic British works in poetry, drama, and the novel in the first 50 years of this century. Lectures will provide not only interpretive commentary on the works read, but also at times background in social and intellectual history to help students discover larger implications in, and connections between, texts studied.

This course serves as a prerequisite for the English Major. No P/N registration. Attendance at first class mandatory (though exceptions may be made for freshmen and transfer students).

Teaching Method: two lectures per week and one required discussion section probably on Fridays. Evaluation Method(s): midterm exam; one five-page paper; performance in discussion section; final exam. (Possible quizzes in discussion sections.)

Textbooks available at: SBX

B98-0

Introductory Seminar in English

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

students in the basic discipline of bibliographical research, and to suggest the availability of alternative theoretical approaches.

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

Albert Cirillo

B98

Introductory Seminar in English

Time: Section 20 MWF 10

Office Address: University Hall

Phone: 491-3368

Enrollment: 15

Course Description: The focus of this course will be on various literary traditions and genres (lyric poets, drama, narrative poets, fiction) in their historical periods. Texts may include Shakespeare, Sidney, Wordsworth, Pope, Shelley, Marvell, James' Turn of the Screw, Emily Bronte's Wuthering Heights, and Fitzgerald's The Great Gatsby.

Teaching Method: combined lecture and discussion.

Textbooks available at: SBX.

Sharon Achinstein

B98

Introductory Seminar in English

Time: Section 21 MWF 11

Office Address: University Hall

Phone: 491-4718

Enrollment: 15

Course Description: In this course, we will ask some fundamental questions about the meaning of our literary tradition in English. Why is an understanding of a literary tradition important for the understanding of literature? Why are authors themselves so concerned about their place in a

literary tradition? How do we make judgments about what constitutes a literary tradition? What is it about the canon that evokes our deepest feelings? In the course of the quarter, we will investigate how our strategies for reading and our sense of what counts as literature involve literary traditions. Our readings will include Virgil's Aeneid, Milton's Paradise Lost, Austen's Northanger Abbey, Native American poetry and selected poetry and essays.

Teaching Method: discussion. Evaluation Method(s): short papers; class participation; oral presentations.

Olakunle George

B98

Introductory Seminar in English: Literature and Aberrance

Time: Section 22 MWF 1

Office Address: University Hall

Phone: 491-4863

Enrollment: 15

Course Description: This section focuses on literary works organized around, or themselves demonstrative of, that agonistic situation where norms and ideals confront powerful aberrations. We shall begin with early modern and 19th century texts where -- for example -- insane, demonic, or disfigured characters test the stability and claims of what could generally be called preconstituted notions of the normal and the ideal: Shakespeare's Hamlet, Books I and II of Milton's Paradise Lost, and Mary Shelley's Frankenstein. We shall then take up two novels which position the aberrant psyche as occasion for meditating on such timeless values as honor, ethics, and retribution: Conrad's Lord Jim and Morrison's Beloved. We shall pay particular attention to formal, rhetorical, and generic conventions upon which these texts draw. This will enable us to identify and examine ways in which writers intensify the force of their themes by sheer technical labor and aesthetic inventiveness.

Teaching Method: discussion. Evaluation Method: class participation; short critical papers and a final longer one (5-8 pages).

Textbooks available at: SBX

Penny Hirsch

C05

Advanced Composition

Time: MWF 10

Office Address: 1902 Sheridan

Phone: 491-7414

Enrollment: 15

Course Description: This course will help students examine the writing that people do after college in their public, professional, and even private lives. Students will have an opportunity to 1) investigate what people write once they're out of school, 2) analyze (and question?) the reasons behind their writing decision, and 3) practice using the techniques that make this real-world writing both interesting and significant. Students may, for example, study how scientists and engineers explain oil spills or global warming to the public, how and why doctors and economists report on their research to their colleagues, or how politicians, naturalists, artists or musicians keep track of their ideas in their private notes and diaries.

Within this context, students will practice a number of writing techniques: how to analyze a specific audience's needs, develop effective interview questions, report on observations objectively, define technical terms for a general reader, organize a complex body of information, develop a cogent argument, and write clear, precise sentences. The class will be run as a workshop: students will discuss their research and then work together to revise and edit the drafts of their essays. Students will also meet with the instructor for frequent individual conferences.

Permission of instructor required. Prerequisites: junior or senior standing and some evidence of readiness for C-level writing (e.g., English B05, another course that required a major paper, a professor's recommendation, and/or permission of the instructor). No P/N registration. Attendance at first class mandatory.

Evaluation Method(s): papers, several shorter writing assignments, brief oral presentations, and a writing journal.

Textbooks available at: Great Expectations Bookstore.

Catharine Regan
C20
Medieval English Literature
Time: MWF 9
Office Address: University Hall
Phone: 491-7475
Enrollment: 30

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

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

Evaluation Method(s): Papers; quizzes; midterm; final exam.

Text: The Norton Anthology of English Literature. Textbook available at: SBX.

Catharine Regan
C23
Chaucer: Canterbury Tales
Time: MWF 11
Office Address: University Hall
Phone: 491-7475
Enrollment: 30

Course Description: An introduction to the wealth of Medieval Literature through Chaucer's Canterbury Tales in Middle English. Special attention will be given at the beginning of the quarter to study of the richness and variety of Chaucer's language and, toward mid-quarter, shift to the narrative and poetic texture of the individual tales.

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

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

Martin Mueller

C34-1

Shakespeare

Time: TTh 10:30-12

Office Address: University Hall

Phone: 491-7104

Enrollment: 130

Course Description: We will trace the first part of Shakespeare's career through a study of *The Comedy of Errors*, *Titus Andronicus*, *Richard III*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *1 Henry IV*, *Henry V*, *Much Ado About Nothing*, *Julius Caesar*, and *Hamlet*

Helen Deutsch

C40

Restoration & 18th-Century Literature:

From Sentimental to Gothic: Sensibility and Irony in the Eighteenth-Century English Novel

Time: TTh 1-2:30

Office Address: University Hall

Phone: 467-1066

Enrollment: 30

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

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

Teaching Method: discussion; frequent in-class analysis .

Evaluation Method(s): papers; final exam; class participation.

Texts chosen from: Defoe's *Roxana*, Richardson's *Clarissa* (abridged), Fielding's *Amelia*, Mackenzie's *Man of Feeling*, Sterne's *Sentimental Journey*, Radcliffe's *The Italian*, Lewis' *The Monk*, Wollstonecraft's *Maria*, Austen's *Northanger Abbey* and *Sense and Sensibility*. Textbooks available at: Great

Expectations Bookstore.

Nicola Watson

C48

Studies in Restoration & 18th-Century Literature: Fictions
of Gender

Time: TTh 2:30-4

Office Address: University Hall

Phone: 491-7187

Enrollment: 30

Course Description: This course concerns itself with the complicated relation between (mostly middle-class) women and fiction over the course of the eighteenth century. We will be considering women not only as writers and readers of fiction, but as crucially important figures in contemporary novels. Pursuing the ways in which versions of femininity changed over the course of the century, we will be asking how constructions of gender and genre inflect and are inflected by changing political ideologies, by emergent sexuality, and by new paradigms of middle-class subjectivity and sexuality. Readings will include texts by the following authors: Behn, Manley, Defoe, Richardson, Fielding, Sterne, Burney, Radcliffe, Austen.

Prospective students should be aware that this will be a very time-consuming course: in addition to keeping up with a substantial reading-list (if you don't like reading a lot of long novels this course is not for you), students will be required to make a lengthy and elaborate research presentation on some aspect of the social or literary history of the period, and to write one final research-paper and a final exam.

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

Teaching Method: combined lecture discussion. Evaluation
Method: 1 paper, 2 exams , 1 final, 2 oral presentations

Textbooks available at: SBX and Copy Cat

Nicola Watson

C53

Studies in Romantic Literature: Revolution and the Form of
the Novel 1780-1825

Time: TTh 1-2:30
Office Address: University Hall
Phone: 491-7187
Enrollment: 30

Course Description: This course will be concentrating on fiction produced in Britain during the aftermath of the French Revolution, asking in what ways that cataclysmic event is registered in the novels of fictions of the 1790', we will be finishing by considering how those plots are reworked in the nationalist novels of Morgan, Austen, Scott, and Hogg. Readings will include William Godwin's Caleb Williams, Ann Radcliffe's The Mysteries of Udo Zpho, Matthew Lewis' The Monk, Sydney Morgan's The Wild Irish Girl, Jane Austen's Northanger Abbey and Emma, Sir Walter Scott's Waverley, and James Hogg's Confessions of a Justified Sinner.

In addition to a final paper and exam, students will be required to make a major research presentation on some aspect of the social, political, or literary context of the period.

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

Teaching Method: combined lecture and discussion.
Evaluation Method: papers, midterm exam, final exam, oral presentations.

Textbooks available at: SBX and Copy Cat

Alfred Appel

C60

20th-Century British & American Literature

Time: MW 2-3:30
Office Address: University Hall
Phone: 491-7320
Enrollment: 130

Course Description: A close study of three exemplary twentieth-century writers who embody the salient characteristics, concerns, and attitudes of modernism in all the arts. Kafka and Joyce will be contrasted as the two great modernist writers who best define the extremes of

modernism and human temperament: the implosive, regressive vision of Kafka vs. the expansive, pantheistic, affirmative vision of the Joyce of Ulysses, the centerpiece of the course, which challenges the half-true cliché about modernism: that it is entirely despairing and negative. Painting, sculpture, dance, photography, and music will be addressed.

Teaching Method: lecture with discussion sections.

Evaluation Method(s): one paper, final exam.

Texts Include: Kafka, *The Metamorphosis*; Joyce, *Ulysses*; Nabokov, *Lolita*; chapter six from *Speak Memory*; and three stories (xeroxed).

Olakunle George

C65

Studies in Postcolonial Literature: Tales of Transition

Time: Section 20 MWF 10

Office Address: University Hall

Phone: 491-4863

Enrollment: 30

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

Attendance at first class mandatory.

Teaching Method: combined lecture and discussion.

Evaluation Method: attendance and class participation; bi-weekly quizzes; two papers of 6-8 pages each.

Texts Include: Myal (Brodber), Annie John (Kincaid), In the Castle of My Skin (Lamming), The Shadow Lines (Ghosh), Midnight's Children (Rushdie), and Ak: The Years of Childhood (Soyinka). Textbooks available at: Great Expectations.

Paul Breslin

C65

Studies in 20th-Century Literature: "West Indian" Poetry

Time: Section 21 MWF 2

Office Address: University Hall

Phone: 491-3315

Enrollment: 30

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

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

Textbooks available at: Great Expectations and Kinko Copies.

Madhu Dubey

C66

Studies in African-American Literature: 20th Century

African-American Poetry

Time: MWF 1
Office Address: University Hall
Phone: 491-5675
Enrollment: 30

Course Description: Critical surveys often describe the development of the African-American poetic tradition in terms of its increasing reliance on the rhythms, idioms, moods, and structures of black musical forms such as jazz and blues. Black Aesthetic critics, in particular, have argued that the use of oral modes has freed African-American poets from the constraints of conventional poetic forms and meters, and has helped them to express an authentic, communal black poetic sensibility. We shall test this and related critical claims against the work of eight commonly recognized "major" poets -- Langston Hughes, Sterling Brown, Gwendolyn Brooks, Margaret Walker, Michael Harper, Amiri Baraka, Audre Lorde, and Rita Dove. In addition to tracing the ways in which African-American poets have developed increasingly refined poetic techniques for adapting oral forms into literary texts, our reading of these poets will also seek to identify the formal elements that might be said to constitute a unique black poetic tradition.

Teaching Method: discussion. Evaluation: two 8-10 page papers; regular attendance and class participation.

Texts Include: Selected poems by Langston Hughes, Sterling Brown, Gwendolyn Brooks, Margaret Walker, Michael Harper, Amiri Baraka, Audre Lorde, and Rita Dove.

Christine Froula

C68-1

Studies in 20th-Century Literature: Virginia Woolf Modernism and Feminist Theory

Time: Section 20 TTh 1-2:30
Office Address: University Hall
Phone: 491-3599
Enrollment: 30

Course Description: This course takes Virginia Woolf's major literary and critical works as a ground for exploring

interrelated issues of modernism, women's culture, women's literary history, and feminist theory. Issues include: the role of gender in the construction of literary authority; Woolf's transformations of literary genres; and her representations of the self, the artist, and the world as they evolve throughout her career. Readings will include *The Voyage Out*, *Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *A Room of One's Own*, *The Waves*, *Three Guineas* and *Between the Acts*, together with selected writings by other feminist theorists and critics.

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

Evaluation Method(s): attendance and informed participation in discussion; oral presentation; two short (5-6 pages) or one long (10-12 pages) paper(s).

Tracy Davis

C68-2

Studies in 20th-Century Literature: Theater of the American Women's Movement

Time: TTh 9-10:30
Office Address: University Hall
Phone: 491-3138
Enrollment: 30

Course Description: This course chronicles the history of the American women's movement from the mid-nineteenth century to the present through dramatic texts and performances reflecting feminist theories and social critiques prevalent in various eras. The course is organized topically around several issues: agitation for the vote, reproductive choice, women's shared spirituality, sexuality, self-determination, feminine norms, racism, and socialized violence.

Christian Messenger

C78

Studies in 19th-Century American Literature:
The American Romance Paradigm: Challenges to Its Tradition

Time: Section 20 TTh 10:30-12
Office Address: University Hall
Phone: 491-7294
Enrollment: 30

Course Description: The American Romance paradigm, the prevailing theoretical construct for the critical conceptualization of American Fiction since the 1950's, is today facing an unprecedented series of challenges from contemporary critics who wish to modify the 19th and 20th-century American literary canon. We'll look at the curve of this debate by establishing the American Romance in its traditional definitions, examining the critical amendments and challenges to it, and then, by doing the real work of re-reading some primary texts in light of what we're finding out. Subjects will include re-valuations of the frontier tradition (its concepts such as "virgin land" and the "american adam") and consideration of sentimental and historical reading paradigms.

Evaluation Method(s): ungraded reaction papers; midterm exam; 5 page. paper; final exam.

Texts Include: Hawthorne, Selected Tales and Sketches; Hawthorne, The Blithedale Romance; Stowe, Uncle Tom's Cabin; Sedgwick, Hope Leslie; Melville, "Benito Cereno"; James, "Daisy Miller"; James, The American; Douglass, Narrative of Frederick Douglas. Textbooks available at: Great Expectations Bookstore.

Elzbieta Foeller-Pituch
C78

Studies in 19th-Century American Literature:

The Idea of America

Time: Section 21 TTh 1-2:30

Office Address: 325 Harris

Phone: 491-7946

Enrollment: 30

Course Description: This course will focus on the way nineteenth-century American fiction writers proceeded to invent America out of available symbolic paradigms superimposed on the experience of the New World. We will explore the recurring tensions between an ideal and an actual America, the importance of the frontier, the ethnic diversity of America, and the recurrent use of Biblical allusions in American literature.

Teaching Method: Combined lecture and discussion

Evaluation Method(s): 3 short papers (5-8 pages), one final project and class participation

Texts include: James Fenimore Cooper, *The Last of the Mohicans*; Nathaniel Hawthorne, *The Scarlet Letter*; Herman Melville, "Benito Cereno"; Harriet Beecher Stowe, *Uncle Tom's Cabin*; Mark Twain, *The Adventures of Huckleberry Finn*; Henry James "Daisy Miller." Textbooks available at: Great Expectations bookstore.

Catharine Regan

C90-7

Junior Tutorial: Topics in Medieval Literature

Time: Th TBA

Office Address: University Hall

Phone: 491-7475

Enrollment: 15

Course Description: This tutorial is a satellite for English C23-1 and/or C20 and will enable students enrolled in these courses (or students who have already had a medieval literature course) to explore collateral readings, to develop a research topic, and to present the results of this research in a paper of depth and sophistication. Elective credit for English majors.

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

Charles Wasserburg

C93-F&W

Theory & Practice of Poetry

Time: WF 11-12:30

Office Address: University Hall

Phone: 491-5595

Enrollment: 15

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 Dickenson. The Fall-Winter term will be devoted to reports on, and imitations of, these writers; a coursepack of critical writings by poets will be used to highlight issues of technique and theme. A final paper will be due at the end of the first semester. In the second semester, students will read longer works by the required poets to lay groundwork for their own long poem of approximately 120 lines.

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

Teaching Method: discussion. Evaluation Method(s): based on creative and critical work; class presentations and participation.

Textbooks available at: Great Expectations Bookstore.

Mary Kinzie

C94-F&W

Theory & Practice of Fiction

Time: WF 11-12:30

Office Address: University Hall

Phone: 491-5618

Enrollment: 15

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 com-posed 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 tech-nique 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 nevellas. Reports continue, as do original fictions.

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

class mandatory. Reading due for first class.

Teaching Method: discussion. Evaluation Method(s): based on creative and critical work; class presentations and participation.

Textbooks available at: Great Expectations Bookstore.

Joseph Epstein
C95

Fundamentals of Prose

Time: TTh 10:30-12
Office Address: University Hall
Phone: 491-3496
Enrollment: 15

Course Description: A consideration of English prose style and how it works. Among the subjects taken up are syntax, diction, figures of speech, irony, and rhythm.

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

Evaluation Method(s): seven or eight short papers.

Lawrence Evans
C98

Senior Seminar: British Literary Modernism
Time: Section 20 M 2-4:30
Office Address: University Hall
Phone: 491-7486
Enrollment: 15

Course Description: This seminar will be concerned with two major questions: what and why was British Literary Modernism, as it mani-fested itself between 1900 and 1940. A range of authors will be treated, but Conrad, Eliot, Ford, Joyce, Woolf will have center stage. This will be an intensive and rigorous seminar, and pro-spective students would be well advised to confer with the instructor before pre-registration. All students are expected before the first class meeting on 20 September to be familiar with *The Waste Land* and to have read *Ulysses* (in the Gabler text: Vintage)

at least once (copies of the book will be available at SBX by the end of Spring Quarter).

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

Teaching Method: principally discussion, as befits a seminar. This means participation regularly from everyone. Evaluation Method(s): contribution to discussion, oral report(s), one or two short essays, major seminar paper (12 - 15 pages).

Textbooks available at: SBX

Helen Deutsch

C98

Senior Seminar:

The King of Parnassus:

Alexander Pope and Eighteenth-Century Authorship

Time: Section 21 W 2-4:30

Office Address: University Hall

Phone: 467-1066

Enrollment: 15

Course Description: This course will focus extensively and intensively on the works of Alexander Pope, the first high-canonical, self-supporting, non-playwriting English author. We will examine Pope's relation to the classical tradition (his early Pastorals, his career-making serious translation of the Iliad, his 'original' mock-epics, and his Horatian imitations); and his contemporary audience (including his satiric and often vitriolic exchanges with the likes of John Dennis and Lady Mary Wortley Montagu among many others) in order to read Pope's literary career as his most impressive and original act of literary imitation and self-assertion. Our inquiry will cross genres and disciplines to include portraits of Pope, lampoons, caricatures, and pamphlet attacks against him, Pope's creation of a Horatian estate at Twickenham, Pope's grotto, his 'private' correspondence, and subsequent biographies and critical estimations of the poet. In the process we will be trying to determine how questions of gender, of reception, of the distinction between 'high' and 'low' culture, of local politics and 'timeless' morality,

all come into play in the construction of eighteenth-century authorship. Students will be active participants and weekly contributors to this class. Knowledge of Pope's classical originals (in translation is fine) would be helpful but is not essential. A high tolerance for couplets is essential.

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

Teaching Method: discussion. Evaluation Method(s): papers (two short), class participation, oral presentations, final project (longer paper).

Textbooks available at: Great Expectations Bookstore.

Harriet Gilliam
C98

Senior Seminar: Dr. Faustus

Time: Section 22 W 2-4:30

Office Address: University Hall

Phone: 491-7321

Enrollment: 15

Course Description: Like James Joyce's *Ulysses*, Thomas Mann's encyclopedic musical novel *Doctor Faustus* is composed of richly interwoven strands of intertextual and interdisciplinary references encompassing, with varying explicitness and concentration, almost the entire heritage of Western culture. In the course we will read, analyze, and interpret Mann's novel within the context of the various cultural and intertextual relations the novel itself suggests, with particular attention to the way in which the Mann novel both constructs and deconstructs the collective and cultural shadow, especially with regard to the history of German fascism. While attempting to honor and respect the phenomenology of that experience as symbolized in this text, the course will also suggest ways in which the novel configures psycho-cultural and -religious opposites dialectically against a phenomenological ground which at once resolves and at the same time stands over against those opposites a ground which is related both to its own apparently radical opposite, imaged in terms of transcendence, and to the non-oppositional void, nothingness,

or black holes of Eastern philosophy and quantum physics. The course will pay special attention to the role of time in this novel, in modern experience, in other representations of the Faust materials in literature and music, and in the narrative time of the novel.

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

Teaching Method: discussion. Evaluation Method(s): papers; class participation; oral reports; (one major oral report required of students).

Texts include: Thomas Mann, *Doctor Faustus*, trans. H. T. Lowe-Porter; Morris Berman, *Reenchantment of the World*; Christopher Marlowe, *Doctor Faustus*; Robert Lewis Stevenson, *Dr. Jekyll and Mr. Hyde*; C. G. Jung, *Essays on Contemporary Events: Psychology of Nazism*; Thomas Mann, *Death in Venice*; Goethe, *Faust*, trans. Barker Fairley; John Sanford, *Evil: The Shadow Side of Reality*; Edward Edinger, *Ego and Archetype*; Edward C. Whitmont, *Return of the Goddess*; J. Krishnamurti and Dr. David Bohm, *The Ending of Time*. Textbooks available at: SBX (possibly with photocopied supplementary text).

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: May 1993

Fall 1993 Course Descriptions

0423 Geology

Donna M. Jurdy

Geological Sciences A02-Sec. 21

DEATH OF THE DINOSAURS

Time: MW 3-5

Office Address: Locy Hall #206

Phone: 491-7163

Expected enrollment: 15

COURSE DESCRIPTION: The death of the dinosaurs as well as theories and evidence for other catastrophic extinctions will be examined. Geologic time and the history of life on earth; continental drift and polar wander; cosmic occurrences, periodicities, and the search for Nemesis, the "Death Star" will be included in the seminar.

Prerequisites: None

Teaching Method: lecture and discussion

Method of Evaluation: 4 papers and class presentation

Texts: The Riddle of the Dinosaur, John Noble Wilford, Knopf, 1987 (required)

Finley Bishop

Geological Sciences A02-6

Geologic Hazards

Time: TTh 1-2:30 p.m.

Office address: Locy 205a

Phone: 491-7383

Expected enrollment: 15

COURSE DESCRIPTION: Modern civilization cannot insulate humans from interacting with their environment. This course examines several negative aspects of that interaction including hazards from earthquakes, volcanoes, and floods.

Examination of the geological causes of these phenomena allow exploration of the potential to mitigate, prevent, or avoid the consequences of our dependence on the environment.

Teaching Methods: Some lectures, some discussion, presentations of individual papers.

Evaluation: Grades will be based on written and oral presentations.

Text:

Decker and Decker, "Volcanoes" and Selected Readings
Bolt, "Earthquakes"

David J. Hollander

Geological Sciences, A06

THE OCEAN, THE ATMOSPHERE AND OUR CLIMATE

Time: TTh 10:30 a.m.-12 p.m.

Office Address: Locy 309c

Phone: 491-5349

Expected enrollment: 120

COURSE DESCRIPTION: How physical, chemical, and biological aspects and processes in the modern oceans and atmosphere determine climate. How changes in the ancient oceans and atmospheres led to variability in climate throughout the Earth's history. and How man's influence on the oceans and atmospheres may be causing changes in the future climate of the Earth.

Prerequisites: None

Teaching Method: Lecture and discussion

Method of Evaluation: Homework, discussion projects, one midterm, and one final.

Texts: TBA

Robert C. Speed

Geological Sciences A07

CONTINENTAL DRIFT AND SEAFLOOR SPREADING

Time: MWF 11 a.m.
Office address: Locy 314
Phone: 491-5392

Expected enrollment: 180

COURSE DESCRIPTION: Theories of the major processes of earth dynamics: plate tectonics and internal convection; the continents and their history of breakup, drifting, and collisions; the ocean basins and their formation by seafloor spreading and their relation to upwelling in the mantle; other important earth phenomena will be related to plate tectonics: earthquakes, volcanoes, biological evolution, and climate changes.

Prerequisites: None

Teaching Method: Lectures and discussion sections.

Method of Evaluation: Midterm and final exams.

Text: Earth by Press and Siever, Third Edition.

Susan M. Agar
Geological Sciences B01
THE SKIN OF THE EARTH
Time: MWF 9 am
Office address: Locy 204
Phone: 491- 7301
Expected enrollment: 15

COURSE DESCRIPTION: Introduction to the processes that control the formation of earth surface and crustal features. Topics include sedimentation, weathering, mountain building, deformation, metamorphism, glaciers, volcanism and historical geology.

Prerequisites: Some background in the sciences

Teaching Method: 3 one-hour lectures, 1 three-hour lab per week, and 1 one-day field trip

Method of Evaluation: Mid-term, Final and Lab exercises

Text: Earth by Press and Siever, 4th edition

Finley Bishop

Geological Sciences C11

GEOCHEMISTRY OF THE EARTH'S INTERIOR

Time: TTh 10:30 a.m.-12 p.m.

Office address: Locy 205a

Phone: 491-7383

Expected enrollment: 10

COURSE DESCRIPTION: Composition and petrology of the lower crust and mantle; thermal regimes of the earth's interior; mantle heterogeneity and metasomatism; formation of magmas; mid-ocean ridge and island-arc volcanism.

Prerequisites: None

Teaching Method: Three one-hour lectures and a 3-hour lab/week

Method of Evaluation: Midterm and final exams

Text: Brown, Mussett, Allen and Unwin, Inaccessible Earth, 1981.

Craig Bina

Geological Sciences, C15

PHYSICS OF THE EARTH

Time: MWThF 1 p.m.

Office address: Locy Hall 305

Phone: 491-5097

Expected enrollment: 30

COURSE DESCRIPTION: Introduction to geophysics for students with reasonable mathematics and physics background. Basic ideas in seismic wave propagation, plate tectonics, geomagnetism, geothermics, and gravity. Study of the earth's surface and interior.

Prerequisites: Second year standing in ISP or sophomore level background in physics and mathematics; no previous

geological science required.

Teaching Method: Lectures, class discussion

Method of Evaluation: Homework, midterm and final

Text: Class notes, and The Solid Earth by Fowler.

Emile A. Okal

Geological Sciences C24

SEISMOLOGY AND EARTH STRUCTURE

Time: TBA

Office Address: Locy Hall 212

Office Phone: 491-3194

Expected enrollment: 15

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

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

Teaching method: Two 2-hour lectures, weekly problem sets.

Method of evaluation: 1/3 problem sets, 2/3 tests.

Text: Class notes

John V. Walther

Geological Sciences - C27

CHEMICAL PROCESSES IN THE EARTH'S CRUST

Time: MWF 1 p.m.

Office Address: Locy 311a

Phone: 491-3132

Expected enrollment: 6

COURSE DESCRIPTION: Development of the fundamental

thermodynamic principles of multiphase equilibria and solution chemistry necessary to understand fluid-rock interactions in the earth's crust. Applications will focus on weathering, hydrothermal processes and metamorphism.

Prerequisites: Chemistry C42-1, and Geol. Sci. B01 or equivalent

Teaching Method: 3 lectures - 1 hr. each; one 2-hour lab

Method of Evaluation: Problem sets and lab exercises, midterm and final exams.

Text: Geochemical Thermodynamics by Nordstrom and Munoz and key articles.

Robert C. Speed
Geological Sciences - D20
GEODYNAMICS OF ACTIVE PLATE MARGINS
Time: TBA
Office Address: Locy 314
Phone: 491-5392

Expected enrollment: 6

COURSE DESCRIPTION: Survey of geologic and geophysical phenomena of plate boundary zones: kinematics, accretion, partition of strains, obliquity, aseismic vs. seismic mechanisms; plate boundary evolutions of Caribbean and North American plates.

Prerequisites: Geological Sciences C07 and C20

Teaching Method: Lecture, readings from journal articles

Method of Evaluation: student prepares paper on selected topic

Text: none

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: May 1993

Fall 1993 Course Descriptions

0425 German

Coordinator: William Anthony

German A01-1

ELEMENTARY GERMAN

Time: MTWF*

Office Address: Kresge 107

Phone: 491-8293

Expected enrollment: 120

COURSE DESCRIPTION: This is the first 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) "Mystery Guest" interviews conducted with native German speakers; 2) short individual interviews at the end of the quarter, and 3) cultural video tapes and student video workbook.

No prerequisites. P/N not permitted.

TEACHING METHODOLOGY: 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 generally given at the end of each chapter, and the final quarter grade is based on: chapter tests, "Mystery Guest" interview and biography; the short personal interview; and written homework, quizzes, attendance, and class participation.

TEXTS:

Terrell, et al., Kontakte

Terrell, et al., Kontakte, workbook

Anthony/Lys, Neue Welle Deutschland (video workbook)

*Sections:

#20 09:00 Anthony

#21 10:00 Grimm

#22 11:00 Zajac

#23 12:00 Block

#24 01:00 Anthony

#25 02:00 Staff

Coordinator: Franziska Lys

INTERMEDIATE GERMAN A02-1

Time: MTWF*

Office Address: Kresge 106

Phone: 491-8298

Expected enrollment: 120

COURSE DESCRIPTION: This is the first 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 spoken and written language. The selections include modern short stories, poems, newspaper articles, songs, cartoons, as well as cultural material dealing with customs, traditions, and contemporary life in Germany, Switzerland, and Austria. Class discussions and language practice will be complemented by slide-shows and cultural video-presentations.

During the fall quarter we will stress speaking, grammar review, and vocabulary development. (Students will have the opportunity to review vocabulary on the computer).

PREREQUISITES: A01-3 or equivalent.

TEACHING METHODOLOGY: Class discussions, communicative activities such as role-playing situations and small group discussions, a guest interview.

METHOD OF EVALUATION: Attendance and class participation is very important. Regular in-class quizzes, an oral exam, language lab work, and some homework assignments.

TEXTBOOK: TBA

P/N not permitted.

P.S.: Because we want you to have ample opportunity to speak in class, we are trying to keep class size to 18 - 20 students. Some classes may close early. Be flexible with your schedule.

*Sections:

#20 09:00 Lys
#21 10:00 Weber
#22 11:00 Staff
#23 12:00 Staff
#24 01:00 Zajac
#25 02:00 Zajac

Peter L. Lehmann
German A04-6, Sect. 21
FRESHMAN SEMINAR: VISIONS OF REALISM
TIME: MWF 11:00
Office Address: Kresge 115
Phone: 491-8292
Expected Enrollment: 15

COURSE DESCRIPTION: In this seminar, the student is introduced to some of the finest and most significant examples of German fiction. Unlike their European counterparts, German writers of the 19th and 20th centuries are all, in varying measure and intention, interested in the realities about them. They are intensely concerned with the complicated and puzzling character of reality, and they represent this "reality" in its richness and multiplicity. We, therefore, do not find the portrayal of one stable and self-evident view of life but infinite different kinds, levels, shades, and aspects. Established beliefs, ways of coping with life, points of view, and attitudes are questioned and tested for their validity and durability. Through careful study of these works, we will reach an understanding of our own complex conditions of life.

TEACHING METHOD: Lectures and discussion.

EVALUATION: Four papers of about three pages each.

READINGS:

Henrich von Kleist, Michael Kohlhaas
E.T.A. Hoffmann, Mademoiselle de Scuderi
Adalbert Chamisso, Peter Schlemihl
Anette von Droste-Hülshoff, The Jews' Beech Tree
Gerhard Hauptmann, Flagman Thiel
Franz Kafka, The Hunger Artist

Kathy Harms

German B01-3*

INTRODUCTION TO GERMAN LITERATURE

Time: MWF 11:00

Office Address: Kresge 113

Phone: 491-8290

Expected enrollment: 18

COURSE DESCRIPTION: The study of representative works by major authors from the beginning of World War I to the mid-seventies of the twentieth century. The literary movements of Expressionism, Neo-Romanticism, and the New Matter-of-Factness (Neue Sachlichkeit) will be introduced and the literary texts will be discussed with regard to the social, historical, and intellectual significance and implications.

PREREQUISITES: Two years of College German or equivalent.

TEACHING METHOD: Lectures and discussions.

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

READINGS:

Franz Kafka, Die Verwandlung

Expressionist Poetry*:

Jakob von Hoddis Weltende

August Stramm, Patrouille

Alfred Lichtenstein, Die Demmerung

Gottfried Benn, Nachtcafe; Kleine Aster; Gesunge; Ein Wort

Bertolt Brecht, Leben des Galilei

Heinrich Bll, Die Botschaft; Wanderer, kommst du nach Spa*

Friedrich Drrenmatt, Der Besuch der alten Dame

* A reader containing these texts will be available from the Department.

All texts have footnotes and an end vocabulary.

P/N permitted for non-majors only.

*Distribution requirement.

Kathy Harms

German B05-0, Section 20

INTERMEDIATE GRAMMAR AND COMPOSITION

Time: MWF 10:00

Office Address: Kresge 113

Phone: 491-8290

Expected enrollment: 15

COURSE DESCRIPTION: The course is designed for students who wish to further their active skills in German. We will practice the use of idiomatic German primarily in writing. Special attention will be paid to the enrichment of a student's vocabulary and structural knowledge. Topics of the readings chosen will deal with contemporary life and culture.

PREREQUISITES: A02-3 or equivalent.

TEACHING METHODOLOGY: Oral and written exercises in the classroom, vocabulary build-up, weekly compositions, and correction of returned compositions.

EVALUATION: Class participation, homework assignments, compositions, three comprehensive quizzes, the third on the last day of class. Students will not be graded according to fixed standards, but will be evaluated on their progress in the course.

TEXTBOOKS:

- 1) Wells, Larry D., Handbuch zur deutschen Grammatik
- 2) Xeroxed materials

Note: B05-0 may be taken twice for credit with different materials.

P/N permitted for non-majors only.

Franziska Lys

GERMAN B05-0, Section 21

INTERMEDIATE GRAMMAR AND COMPOSITION

Time: MWF 11:00

Office Address: Kresge 106

Phone: 491-8298

Expected enrollment: 20

COURSE DESCRIPTION: The course is designed for students who wish to further their writing skills in German. Basically, we will practice the use of idiomatic German in writing and in speaking and we will pay special attention to the enrichment of a student's vocabulary and structural knowledge. Short stories, newspaper articles and short video clips depicting contemporary life and culture in Switzerland, Germany and Austria will form the basis for in-class

PREREQUISITES: A02-3 or equivalent.

TEACHING METHODOLOGY: Oral and written drills in the classroom, class discussions, compositions, grammar exercises.

METHOD OF EVALUATION: Class participation and attendance is important, as well as weekly compositions, some grammar exercises, and two short in-class tests. Students will not be graded according to fixed standards, but will be evaluated on their progress in the course.

TEXTBOOKS: TBA.

Note: B05-0 may be taken twice for credit with different materials.

William Anthony

German B12-0

INTRODUCTION TO GERMAN CULTURE AND LITERATURE: THE FAIRY TALE

Time: TTh 10:30-12

Office Address: Kresge 107

Phone: 491-8293

Expected enrollment: 15

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

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

TEACHING METHOD: Lecture and discussion in a seminar format. Class will be conducted in English.

EVALUATION: Journals, two short papers, midterm exam, and oral presentation/final term paper
Reading list:

Ralph Manheim, Grimm's Tales for Young and Old: The Complete Stories
Max Lthi, Once Upon a Time: On the Nature of Fairy Tales
Jack Zipes, Don't bet on the Prince
Bruno Bettelheim, On the Uses of Enchantment
Collected shorter readings and articles (xeroxed and for which there will be a charge)

Helmut Muller-Sievers

German B15-0

INTRODUCTION TO GERMAN LITERATURE:

GERMAN LETTERS

Time: TTh 10:30-12

Office Address: Kresge 111

Expected enrollment: 18

COURSE DESCRIPTION: In this course we will read private letters written by Germans, famous and not so famous. Starting with the eighteenth century when letter writing was the only means of long-distance communication, we will follow the development of the genre in the nineteenth and twentieth centuries. Along with providing historical and cultural background the course will introduce students to that peculiar linguistic realm between literary and popular German indispensable for an in-depth knowledge of German culture.

PREREQUISITES: Two years of college German or equivalent.

TEACHING METHOD: Lectures and discussions. Readings will be in German; the beginning of each class is reserved for any grammatical and stylistic problems students might have.

EVALUATION: Class participation. Students are asked to give short in-class presentations and to write two papers.

READINGS: A reader will be available at the first day of class.

P/N permitted.

Ilse Loftus

German B80-0

GERMAN IN COMMERCE AND INDUSTRY

Time: TTh 1-2:30

Office Address: Kresge 120

Ph.: 491-8299

Expected enrollment: 18

COURSE DESCRIPTION: The course is designed to offer students who plan a career in business or related fields the opportunity to acquire German language skills in a more specialized area. The focus will be on the strength and weakness of the German economy as well as on its economic leadership within the European Community. The textbook used in the course will be supplemented by current articles from German newspapers and periodicals, dealing with general topics such as international trade, European Community, and European monetary systems. Students should have an interest

in general German economic news and their inevitable political ramifications, but they need not have a background in either economics, finance, or politics. Three quarters of Business German should prepare the student to receive the Business German Certificate. The test is given once a year in the spring. In 1993 Northwestern University was chosen to be a test site.

PREREQUISITE: B-level or permission of instructor.

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

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

TEXTBOOKS:

Deutsche Wirtschaftssprache for Amerikaner, Doris Fulda Merrifield

Xeroxed material will be handed out by the instructor.

P/N not permitted for German majors.

Peter L. Lehmann

German C10-2

EPOCHS OF GERMAN CULTURE: THE AGE OF REASON AND REVOLUTION

Time: MWF 1:00

Office Address: Kresge 115

Phone: 491-8292

Expected enrollment: 20

COURSE DESCRIPTION: The period from 1750 to 1850 covers the most important developments in German intellectual history as well as very significant political changes. The course begins with a critical evaluation of the German version of the enlightenment with specific regard to its political counterpart, the "Enlightened Absolutism" of Frederick the Great. With the advent of the "Storm and Stress" movement we enter the age of Classicism and Romanticism. The dialectical interdependence of both movements as represented in the main

works of their protagonists, Schiller, Goethe, Novalis, and others will be read and interpreted as the very climax of modern German culture.

Together with the development of new literary forms arrived the new methods of philosophical thought on the intellectual scene, known as German Idealism with Fichte, Schelling, Hegel, and Schleiermacher as leading figures. At the same time Germany experiences the Napoleonic Wars and develops the very roots of a special kind of nationalism, which was to dominate the XIXth century. This process will be analyzed under the auspices of the unsuccessful revolution of 1848, which failed because of a lack of political realism and an overemphasis on intellectualization of democratic ideals and purposes.

It is significant for and appears to be almost a stigma of modern German civilization when high achievements in the cultural field are being accompanied by remarkable failures and misunderstandings of great consequences in the area of practical politics. Indeed, this kind of fateful coincidences looks like the guiding theme of the epoque and shall be discussed and evaluated as such.

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

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

EVALUATION: Midterm and final examination, one optional paper.

READINGS:

Reinhardt, Germany: 2000 Years, II
Kant, Was ist Aufklärung?; Zum ewigen Frieden
Goethe, Faust I; Iphigenie auf Tauris
Schiller, Maria Stuart; Don Carlos
Novalis, Die Christenheit oder Europa
Hölderlin, Ausgewählte Gedichte
Heine, Die Romantische Schule

Gza von Molnr

German C14-0

GERMAN CONTRIBUTIONS TO WORLD LITERATURE:

MODERN GERMAN DRAMA

Time: MWF 11:00

Office Address: Kresge 109

Phone: 491-8296

Expected enrollment: 35

COURSE DESCRIPTION: In his classic essay on the dramatic arts, ("The Stage as a Moral Institution") Friedrich Schiller considered the stage to be a mirror in which humankind may view its image. As a playwright, he had rather definite ideas concerning the mirror's reflectory capability and the use to which it may be put. Others after him did not necessarily employ the same metaphor to describe their art, but they, too, held up mirrors; however, their mirrors differ in design and polish according to the perspective under which the image is to appear and affect the beholder. Each author whose work participants are asked to read furnishes his own design, reflects a different version of the same image, and addresses his audience with an implicit intent. These three areas of concern will also guide the discussion in this course with reference to works by Kleist, Hebbel, Buchner, Hauptmann, Kaiser, Toller, Brecht, Frisch, and Weiss.

No prerequisites. No P/N.

TEACHING METHOD: Lecture and discussion.

EVALUATION: Class participation, midterm, and final examination.

READING LIST: Heinrich Kleist, The Prince of Homburg
Friedrich Hebbel, Judith*
Georg Bÿchner, Woyzeck
Gerhart Hauptmann, Before Daybreak*
Georg Kaiser, Gas I
Ernst Toller, Man and the Masses*
Bertolt Brecht, Measures Taken
Max Frisch, Andorra*
Peter Weiss, The Investigation

*Xeroxed material to be purchased at Kinko's.

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[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: May 1993

Fall 1993 Course Descriptions

0427 History

Robert Wiebe

History B10-1

HISTORY OF THE UNITED STATES TO 1865

Time: MWF 10-10:50

Discussion Sections: Thursdays, 9, 10, 11, 12, 1, 2, or 3

Office Address: 302 Harris Hall

Phone: 491-7557

Expected Enrollment: 365

COURSE DESCRIPTION: This course surveys American history between the beginning of white settlement and the end of the Civil War from several points of view. A variety of readings, weekly discussions, and classroom lectures enable you to see historical developments from a number of different vantage points and draw sensible conclusions that express your own understanding.

PREREQUISITES: None. P/N registration is permitted.
Discussion section mandatory.

TEACHING METHOD: Three lectures, one discussion per week.

EVALUATION: Your grade is based on participation in the weekly discussion and three hour examinations.

TENTATIVE READING LIST:

Benjamin Franklin, Autobiography

Thomas Paine, Common Sense

Laura Thatcher Ulrich, A Midwife's Tale

Frederick Douglass, Narrative

Gerald Linderman, Embattled Courage article

a brief textbook

Movie-length video

Ivor Wilks

History B55-1

BACKGROUND TO AFRICAN CIVILIZATION AND CULTURE

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

Office Address: Harris 106

Office Phone: 491-7412

Expected Enrollment: 70

COURSE DESCRIPTION: B55-1 is concerned with the development of African civilization and culture from the earliest times to the eighteenth century. The course is intended to promote an understanding of Africa through the study of its economic, social and political structures and an appreciation of its cultural forms. The approach will be multi-disciplinary. With the ecological variables in mind, the sequence of major transformations will be examined: first, the transition from hunting and gathering to pastoral and agricultural economies; second, the introduction of innovative metallurgical technologies; third, the development of long-distance trade with the Mediterranean basin and into the Indian Ocean; fourth, the emergence of the early kingdoms and empires (for example, Old Ghana, Old Mali, Kongo, Mwene Mutapa); and fifth, the penetration of Islam and Christianity into indigenous societies. Finally, the growth of European commercial activity on the coasts of sub-Saharan Africa will be reviewed, with particular reference to the trades in gold and slaves. The matter of the so-called "underdevelopment" of the continent will be discussed.

PREREQUISITES: Attendance at First Class Mandatory.

TEACHING METHOD: Material will be presented in lectures, and discussion will be encouraged at all stages of the course. Use will be made of films and slides for illustrative purposes. A number of tutorial sections will be arranged, starting in October. Attendance is optional; their purpose is to enable you to meet, if you wish, in smaller groups to discuss problems in a way that is not possible in the main class.

METHOD OF EVALUATION: There will be an (hour and a quarter) examination at the end of each of the three units of the course. Each examination will carry a quarter of the grade. The remaining quarter of the grade will be used in a discretionary way: that is, to reward vigorous participation in discussion, outstandingly good examinations, and the like.

REQUIRED BOOKS:

Basil Davidson, Africa in History

D. T. Niane, Sundiata, An Epic of Old Mali

TBA

Carl Petry

History B70-0

ISLAM IN HISTORY

Time: MWF 9:00

Discussion Sections: Tuesdays, 10:00, 11:00 and 2:00

Office Address: Harris Hall 103B

Office Phone: 491-7448

Expected Enrollment: 80

COURSE DESCRIPTION: The course will focus on the historical impact of Islam as a religion and cultural tradition on the three major social groups in the Middle East: nomads, peasants and townspeople. Lectures will raise the question of how the course of historical development, as measured by changes in these groups, was altered by the establishment of Islam--and the extent to which Islam itself reflects the characteristics of the Middle Eastern environment. We shall consider the evolution of a distinctly Islamic political and social context: the nature of majority-minority relations; and principles behind the distribution of power, authority and wealth. We will assess the quality of intellectual inquiry according to the goals of those who actually pursued abstract learning. The course will deal with these during the so-called traditional period of Islamic History: 550-1800 A.D.

EVALUATION: There will be a mid-term and a final examination, supplemented by occasional brief written exercise (reports on reading, reaction to controversial issues, etc.)

PREREQUISITES: None. P/N is NOT allowed. Attendance at first class mandatory.

TENTATIVE READING LIST:

A. Goldschmidt, A Concise History of the Middle East

J. Gulick, The Middle East, an Anthropological Perspective

John Esposito, Islam, The Straight Path

Stephen Presser

History C18-2

LEGAL & CONSTITUTIONAL HISTORY OF THE UNITED STATES PART II

Time: Tuesdays and Thursdays, 10:30-12:00

Office Address: Harris Hall

Office Phone: 491-3406

Maximum Enrollment: 45

COURSE DESCRIPTION: An introduction to the most important American constitutional and legal issues from the antebellum era to the present. The course will examine the manner in which Americans sought to build a constitutional and legal system around both democratic and market-oriented notions, and sought to reconcile the tensions inherent in such an approach. Students will read legal documents such as statutes and case reports, as well as excerpts from secondary sources. The aim of the course will be to suggest the philosophical, political, economic, and social bases of American law. In particular, the conflicts between "progressives" who sought to liberalize public and private law and "conservatives" who sought to preserve an hierarchal traditional social and family order will be examined for the light they throw on American Constitutional and legal development. The course will also offer an opportunity to be introduced to the manner in which law school courses are taught.

PREREQUISITES: None. P/N allowed.

TEACHING METHOD: The course will be taught using the standard law-school Socratic method, which is a mix of lectures and student participation. There will be 2 1/2-hours class per week. Students will be expected to attend all the classes and to have done the reading for each class, as it will often be necessary to call on students without advance notice.

EVALUATION: The student's grade for this course will be based upon a midterm exam, and final exam or a final paper.

READING LIST: There is only one text for this course: S. Presser and J. Zainaldin, Law and Jurisprudence in American History(2nd edition, 1989)

James Oakes

History C23-0

CIVIL WAR AND RECONSTRUCTION, 1850-1890

Time: T-TH 10:30-12:00 Discussion Sect.: Friday, 10, 11, 12

Office Address: 104-A Harris

Office Phone: 491-7173

Maximum Enrollment: 75

COURSE DESCRIPTION: This course examines in detail the origins and consequences of the most dramatic social and political upheaval in the history of the United States. In the 200 years since the Constitution established the Union, the years from 1861-1865 represent the only complete collapse of the American political system, the only time when an alternative government established itself and claimed enough authority to sustain a full-scale war against Federal armies for a prolonged period of time. And it was the only time American experience a genuine social revolution: the complete and violent overthrow of a long-established social order, resulting in the creation of an entirely different way of organizing work and family life for millions of Americans. So contentious were the issues, so passionate were the sentiments they continue to arouse, that even labelling the crisis a "civil war" (much the the "Civil War") can provoke controversy.

The years following the war, the "era of Reconstruction," generates the same kind of controversy. For the first and only time in American history, Federal troops literally occupied an entire region of the country for several years, imposing a new set of constitutional arrangements, overseeing the construction of a free-labor system, insuring that a slave society did not take root again in the South.

This course examines the long-term origins of the Civil War, the war itself, the shift from presidential to congressional reconstruction, and the consequences of the war for American history, North and South.

PREREQUISITES: Helpful to have taken B10-1 and B10-2.

TEACHING METHOD: Two lectures and one discussion per week.

EVALUATION: Two take-home essay exams plus attendance and

participation in discussion sections.

TENTATIVE READING LIST:

Harriet Beecher Stowe, Uncle Tom's Cabin

George Fitzhugh, Cannibals All

Robert Johannsen, ed., The Lincoln-Douglass Debates

Thomas Wentworth Higginson, Army Life in a Black Regiment

Ulysses Grant, Memoirs

Whitelaw Reid, After the War

William Graham Sumner, What Social Classes Owe to Each Other

E. W. Monter

History C33-0

AGE OF THE RENAISSANCE

Office Address: Harris 327

Phone: 491-3150

Expected Enrollment: 40

COURSE DESCRIPTION: An explanation of Italian civilization during the High Renaissance using Peter Burke's Italian Renaissance. As a text, including writings by Castiglione, Machiavelli, Cellini, and Guicciardini.

Locales: Florence, Venice, Rome

Time: ca. 1490 - ca. 1540

Themes: cultural, politics, art

PREREQUISITES: None. P/N is allowed.

EVALUATION: There will be a mid-term examination (for which an 8-10 page term paper may be substituted) and a final examination as the basis of grading.

Professor Sarah Maza

History C42-1

EIGHTEENTH CENTURY FRANCE: THE OLD REGIME AND THE FRENCH REVOLUTION

Time: MW 10:00 Disc. Sections Friday, 10:00 or 12:00

Office: 318 Harris Hall

Phone: 491-3460

Expected Enrollment: 45

COURSE DESCRIPTION: The course covers the social, political, and cultural history of France in the period from the reign of Louis XIV (1661-1715) through the French Revolution. The

first segment of the course will focus on the history of social groups in the old regime --peasantry, middle classes, aristocracy, women-- their cultures and the tensions between them; the middle section will concern political and intellectual history, with an emphasis on the French enlightenment; the final segment will cover the Revolution itself, including its social and cultural aspects. Throughout the course, we will be discussing and testing major interpretations of the French Revolution (Tocqueville, Marx, and more recent historians) to gain an understanding of the causes and development of this and other major historical turning-points.

PREREQUISITES: ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING METHOD: Two fifty-minute lectures a week, and one fifty-minute discussion section for which the class will be divided into two groups.

EVALUATION: Students will be graded on the basis of a midterm, a final, an optional short paper, and participation in sections.

TENTATIVE READING LIST:

Alfred Cobban, A History of Modern France, vol. 1
William Doyle, The Oxford History of the French Revolution
Tocqueville, The Old Regime and the French Revolution
Montesquieu, Persian Letters
Diderot, The Nun
Robert Darnton, The Great Cat-Massacre
Voltaire, Candide
Daniel Arasse, The Guillotine and the Terror
Lynn Hunt, The Family Romance of the French Revolution

John Rowe
History C57-0
EAST AFRICA
Time: MWF 2:00-3:00
Office Address: Harris 102A
Office Phone: 491-7278
Expected Enrollment: 45

COURSE DESCRIPTION: The three independent states of East Africa present some striking contrasts: Kenya: stereotyped

as the land of lion and elephant, scene of the bloody Mau Mau conflict between white settlers and Africans, Kenya's seacoast towns traded with India centuries before Columbus sailed to America. Uganda: known to most Americans as the country ruined by Idi Amin, this was once one of the most prosperous areas of Africa whose ancient kingdoms date from the fifteenth century; Tanzania: largest and poorest of the territories, a classical example of third world "underdevelopment", it has struggled to establish African socialism while beset by drought, oil import costs and pressures from cold war antagonists.

The East African course will seek to explain the present condition of these three territories by tracing past developments. Concentration on events of the last one hundred years should lead to an informed analysis of post-independence problems prospects.

PREREQUISITES: None. P/N is permitted.

TEACHING METHOD: Instruction is organized on the basis of three lectures per week with periodic discussion of historical issues. Documentary films and slides will be shown to provide visual support, for example, depicting the great variety of East African environmental conditions and dependent economies.

Assignments are made from books and articles on reserve and in the core collection of the university library. Assignments for each week should be read before the Friday class. Appended to the weekly assignments are optional recommended readings; some permit a deeper examination of certain historical problems while others are more entertaining or anecdotal. Students are urged to become acquainted with relevant periodicals in the Africana section of the library, such as: Journal of African History; Journal of Modern African Studies; Africa Research Bulletin; Africa Report; Kenya Historical Review; Tanzania Notes and Records; Azania; Transafrican Historical Journal; African Affairs.

EVALUATION: There will be one midterm and one final examination. Exams will be essay type, asking the student to think about historical issues for which there are conflicting interpretations.

TENTATIVE READING LIST: Students may find it convenient to purchase the following texts which have been ordered for the course:

Were, G. and Wilson, D., East Africa Through a Thousand Years
Ngugi, wa Thiongo, (J) Weep Not Child
Miller, Norman, Kenya: Quest for Prosperity
Kenyata, Jomo, Facing Mount Kenya

T. W. Heyck

History C62-1

EIGHTEENTH-CENTURY BRITAIN

Time: MWF 11:00

Office Address: Harris Hall 313B

Office Phone: 491-3480

Expected Enrollment: 40

COURSE DESCRIPTION: This course will deal with the History of Britain (Scotland and Ireland as well as England) in the eighteenth century, covering the years from 1688 to 1815. It will pay special attention to the development of the political structure, economic and social change, and cultural history. The twin themes will be the transformation of a "traditional" society into a "modern" one and the rise of England/Britain to world power.

PREREQUISITES: No prerequisites. P/N not allowed.

TEACHING METHOD: There will be two lectures and one discussion per week. For discussion sections, the class will be broken into small groups. Informed participation in the discussion sections is mandatory.

EVALUATION: There will be a short writing assignment of about 1/2 page per week, plus a mid-term and a final exam. The student's grade will depend on the weekly writing assignments, performance in discussion groups, and the final.

READING LIST: We will have a textbook, plus a number of short paperbacks. These will include:

G. M. Trevelyan, The English Revolution

E. P. Thompson, Whigs and Hunters

Henry Fielding, Tom Jones

Ian Christie, Crisis of Empire

T. S. Ashton, The Industrial Revolution

Harold Perkin

History C62-2

MODERN BRITISH HISTORY, 1780-1900

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

Office Address: Harris 201A

Phone: 491-3152

Expected Enrollment: 40

COURSE DESCRIPTION: The world's first Industrial Revolution transformed British society and politics and made Britain a global superpower. This course traces the transition from the old aristocratic society based on landed property and patronage to the new viable class society based on industrial capital and competition, and from the politics of aristocratic deference to Victorian middle-class democracy. It includes the old unreformed parliamentary system and its critics; the loss of the American colonies; the revolutionary politics of the Great French Wars; the rise of class conflict and the repeated demands for parliamentary reform; the evolution of the modern party system; the social problems of poverty, unemployment, public health, housing and education arising from industrialism and the attempts to solve them; the changes in religious, scientific and social thought; the family and the position of women and children; the problems of Ireland and their effects on mainland politics; Britain's status as the largest imperial, naval and manufacturing power, with an empire embracing a quarter of the world's population; and the first hints of Britain's coming decline.

PREREQUISITE: No P/N.

TEACHING METHOD: Two lectures plus discussion periods per week, including student presentations.

EVALUATION: Two term papers plus a class presentation; and a terminal take-home examination.

TENTATIVE READING:

Harold Perkin, *Origins of Modern English Society, 1790-1880*
and *The Rise of Professional Society: England since 1880*
(chapters 1-4)

T.W. Heyck, *The Peoples of the British Isles from 1688 to 1870*

Walter Arnstein, *The Past Speaks, since 1680*

Carl Petry

History C70-2

HISTORY OF THE MIDDLE EAST: AGE OF EMPIRES

Time: MWF 11:00

Office Address: Harris Hall 103B

Office Phone: 491-7448

Expected Enrollment: 40

COURSE DESCRIPTION: This course is the second in a three-term sequence but does not presume familiarity with earlier or later periods. It will begin with an analysis of the Mongol invasions in the Middle East. Topics to be discussed will include: the related phenomena of alien governments and economic depression; emergence of the military empires: Mamluks in Egypt, Ottomans in Turkey, Safavids in Iran; Islamic civilization during the Renaissance Period; and the question of cultural and economic decline to 1789.

PREREQUISITES: None. P/N NOT allowed.

TEACHING METHOD: Lecture and ad hoc discussion. Lectures will be supplemented by slide presentations of art and architecture of the three imperial capitals: Cairo, Constantinople (Istanbul) and Isfahan.

EVALUATION: There will be a mid-term (in-class) and a take-home final examination, the latter providing the student with an opportunity to prepare an analytical essay within the context of a specific historiographical issue.

TENTATIVE READING LIST: (all paperback)

N. Itzkowitz, *Ottoman Empire and Islamic Tradition*

B. Lewis, *Istanbul and the Civilization of the Ottoman Empire*

In addition, there will be several anthologies of primary sources in translation, including an abridged version of the medieval sociologist, Ibn Khaldun's *Muqaddima* or *Introduction to History*

Ken De Bevoise

History C89-7/20

JUNIOR YEAR TUTORIAL: WATERGATE

Time: Monday 3:00-5:00

Office Address: Harris 304

Phone: 491-3406

Maximum Enrollment: 8

COURSE DESCRIPTION: Watergate disgraced Richard Nixon and forced him to become the only United States President to resign office, yet less than two decades later he is a respected elder statesman. Was Watergate in fact just "a third-rate burglary," blown out of proportion by Nixon's political enemies? Or have Americans forgotten too soon? The reading and writing load will be heavy, and each student will be expected to discuss complex material intelligently, but in return we get to spend the entire fall term living in the lunatic world of G. Gordon Liddy, H.R. "Bob" Haldeman, John Erlichman, Al Haig, Henry Kissinger, John Dean, Jeb Stuart McGruder, Donald Segretti, E. Howard Hunt, John McCord, Ron Zeigler, Dwight Chapin, Fred LaRue, Bebe Rebozo, Anthony Ulascewicz, and Richard Nixon. There's nothing like it!

PREREQUISITES: Permission of instructor. Juniors only (all majors welcome). Written application handed to the History office (Harris 202) by the Friday immediately prior to preregistration - a one or two-page statement of interest and purpose, including evidence that you will devote the necessary time to the course. Please include your major, grade-point average, course load, extracurricular commitments, and anything else the instructor needs to know to evaluate your application. Class list will be posted before majors preregister. The Price of Power must be read over the summer.

TEACHING METHOD: Seminar/Discussion/Videos.

EVALUATION: Performance in class discussion. Highest course grade available for those who are inactive in discussion or who fail to make good on promises made in the application is C+.

TENTATIVE READING LIST:

Seymour Hersh, The Price of Power
Richard Nixon, Six Crises
J. Anthony Lucas, Nightmare
Jeb Stuart McGruder, An American Life
Jim Hougan, Secret Agenda
G. Gordon Liddy, Will
John Dean, Blind Ambition
Bob Woodward and Carl Bernstein, All the President's Men
Len Colodny and Robert Gettlin, Silent Coup

Joan Perkin

History C89-7/21 Junior Tutorial

WOMEN AND MARRIAGE IN VICTORIAN ENGLAND

Time: Tuesday 2:30-4:30

Office Address: Harris TBA

Office Phone: 491-3406/866-6938

Expected Enrollment: 8

COURSE DESCRIPTION: Victorian women had widely differing experiences of marriage, depending on their social class. Until late in the century no wife had the legal right to her own earnings. No wife had legal custody of her children as of right. No wife had as easy access to divorce as did her husband. No woman voted for her member of parliament. But in other respects the lives of married women were not all alike. Aristocratic ladies were the most liberated group of women in the world: they benefited from a system of private law (Equity) which gave them control over their own money and property, and this in turn gave them 'the glorious licence of a wife.' Working-class women, whether 'respectable' or 'rough', had no property and little dealing with the law, except the poor law and, occasionally, the criminal law. Their relations with their husbands depended on their personalities, local community opinion, and sometimes brute force. It was middle-class women, trapped in the 'gilded cage of bourgeois marriage', who suffered most from the harsh Common Law on property and earnings and who did most to change the laws that made women subordinate to men.

This Junior Tutorial will offer the opportunity to improve skills in research and writing, using case studies of particular women's experiences in all three social classes.

PERQUISITES: JUNIORS ONLY.

METHOD OF STUDY: One two-hour seminar a week.

EVALUATION: Participation in discussion, small research projects and frequent short essays.

TENTATIVE READING LIST:

Joan Perkin, *Women and Marriage in 19th century England*, ed. Margaret Llewellyn Davies, *Life As We Have Known It*, Jane Lewis, *The Women of England*, plus particular women's biographies for research and essay purposes

Laurence D. Schiller
History, C89-7/22, Junior Tutorial
REDISCOVERING AFRICAN WOMEN
Time: Wednesday, 3:00-5:00
Office Address:
Office Phone: 491-4654
Expected Enrollment: LIMITED TO 8

COURSE DESCRIPTION: As European social science has tended to emphasize the male in European society, history, and culture, so too have African social scientists, trained in the European academic tradition, tended to leave out or diminish the role of women in their societies. It is the purpose of this seminar to redress this by examining women's roles in African society and history. We will do this in a topical format which will include 1) a brief look at feminist theories and women's history and how relevant they are to Africa; 2) the role, power, and status of women in pre-colonial state and lineage systems; 3) how the colonial system warped and changed women's roles; 4) how women helped liberate Africa and the price they paid for it; 5) the place of women and their influence in Muslim societies; and 6) the woman in independent Africa - especially her part in economic and social development and the political systems of the new nations. In all of these topics we will be examining a broad range of historical, sociological, economic, anthropological, sexual, and political questions in order to give us as full a context as possible while trying to establish what women's roles and positions are and have been in African societies and how that relates to the questions of women's history and the feminist perspective. Life histories will also be used

as much as possible as illustrations.

PREREQUISITES: PERMISSION OF INSTRUCTOR ONLY. No P/N.

There are no prerequisites although some knowledge of African History (especially the History B55 sequence) would be very helpful.

TEACHING METHODOLOGY: The class will be a seminar and students will examine each of the above, and other, topics in depth with different students producing short papers for the class each week. Some of these will be discussion papers on topics that the students will choose while others will be brief critical essays on supplemental works that they will present to the class. In addition, there will be a term paper due at the end of the quarter on a topic of the student's choice. The class will be structured so that students can pursue their own specific interests within the framework of the topics to be discussed. As a seminar, there will be significant reading, and this must be done before class if the class is to be successful.

METHODS OF EVALUATION: Students will be graded on their papers and their participation in class. There will be no exams.

POSSIBLE SELECT READINGS:

Leila Abouzeid, Year of the Elephant

Sue Charlton, Women in Third World Development

Nancy Hafkin, and Edna Bay, Women in Africa

Margaret Hay & Sharon Stichter, African Women South of the Sahara

Shula Marks, Not Either An Experimental Doll

Fatima Mernissi, Beyond the Veil

Sarah Mirza and Margaret Strobel, Three Swahili Women

Jane Parpart, & K. Staudt, Women and the State in Africa

Cora Presley, Kikuyu Women, the Mau Mau Rebellion, and Social Change in Kenya

C. Robertson & I. Berger, Women and Class in Africa

Peggy Sanday, Female Power and Male Dominance

Bouthaina Shaaban, Both Right and Left Handed

Rosemarie Tong, Feminist Thought

Josef Barton

History C91-20

MODERN NATIONALISM

Time: MWF 9:00-10:00

Office Address: 212 Harris

Phone: 491-7356

Expected Enrollment: 50

DESCRIPTION: The course begins with several propositions about modern nationalism. 1) Nationalism demands that the political and national unit be one and the same. 2) The nation belongs to a historically recent period, and is the outcome of invention and social engineering. 3) The "national question" emerges at the point of intersection of politics, technology, and social transformation. Hence, 4) nations are constructed from above, but must also be analyzed from below, in terms of popular aspirations and interests. And 5) national consciousness develops in three distinct yet cumulative phases, the first the creation of a cultural and literary sense of nationhood, the second the emergence of a pioneer and militant leadership, and the third the development of mass nationalist support. This course, then, focuses on the historical experience of the creation of ideas of nationhood, of pioneer leaders' campaigns for nationalist ideologies, and of the development of mass support for nationalisms. Accordingly, the emphasis falls not on the antiquity, but on the modernity of nationalism. To bring home the novelty and relevance of nationalism, the first task will be to draw upon three American experiences, namely the mobilization of three groups -- African-Americans in the Garveyite Universal Negro Improvement Association, American Jews in Zionism, and Polish immigrants in Poland's liberation -- in the era of World War I. Equipped with an understanding of the recency of nationalism, with a grasp of the role of mass support, with a sense of the connection between the political unit and the nation, and with an analysis of the transformation of nationalism between 1870 and 1919, the remainder of the course traces the historical career of modern nationalism. The greatest attention will be fixed on the period between 1870, when the "national question" emerged as a crucial issue in political development, and 1989, when the "national question" reemerged as a major vector of historical change.

No prerequisites. P/N registration permitted.

TEACHING METHOD: Three lectures per week, classroom discussions, and workshops on special topics.

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

READINGS: Among the selections will be readings in theoretical accounts, such as Ernest Gellner, Nations and Nationalism (1983), Benedict Anderson, Imagined Communities: reflections on the Origin and Spread of Nationalism (1991), and Eric J. Hobsbawm, Nations and Nationalism since 1780 (1990), and relevant sections of case studies of historical and recent experience, such as Linda Colley, Britons: Forging the Nation, 1707-1837 (1992) and Gwyn A. Williams, The Welsh in Their History (1982), Ivo Banac, The National Question in Yugoslavia (1984) and Ronald G. Suny, Transcaucasia (1983), and Robert Freeman Smith, The United States and Revolutionary Nationalism in Mexico, 1916-1932 (1972) and Kumari Jayawardene, Ethnic and Class Conflicts in Sri Lanka (1985).

Robert H. Wiebe
History C91-40

LECTURES IN HISTORY: A HISTORY OF AMERICAN DEMOCRACY

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

Office Address: Harris 302

Office Phone: 491-7557

Expected Enrollment: 40

COURSE DESCRIPTION: Democracy is America's most important contribution to world history. This course traces changes in its sources and development from the time of the American Revolution to the present. In the process, we explore relations between the power of majorities and the rights of individuals, contributions of class, race, and gender to the meaning of popular self-determination, and differences between American and other democracies. This course makes a special effort to illuminate issues of contemporary concern. Everyone is strongly encouraged to bring current events into our discussions.

PREREQUISITES: None.

TEACHING METHOD: Lectures, discussions.

EVALUATION: One paper of about 10 pages, two short essays, and discussion. No final examination.

TENTATIVE READING LIST: A mix of essays and books, primary and secondary sources. The total amount is standard for C-level history courses.

Ivor Wilks

History C92-22

ORAL TRADITION AND THE AFRICAN PAST

Time: TH 2:00-4:00

Office Address: Harris 106

Office Phone: 491-7412

Expected Enrollment: 15

COURSE DESCRIPTION: Vigorous cultures existed in pre-literate Africa societies. Knowledge was transmitted orally from generation to generation, often by those intensively trained in eloquence and memory. Their "texts," often in poetical form and with musical accompaniments, cover a wide range of topics: history genealogy, morality, law and so forth. In this course we shall work with a number of such "texts." These will include, for example, the epic of Sunjata (the stories of the creation of imperial Mali in the 13th century, which are still narrated by the West African griots), and the epic of Osei Tutu (the stories of the creation of the Asante kingdom in the late 18th century, which remain a part of Asante popular culture). We shall confront the problem of whether knowledge transmitted orally can be used in the reconstruction of the past of African societies.

PREREQUISITES: ATTENDANCE AT FIRST CLASS MANDATORY.

TEACHING: The course will combine lecture and seminar formats, and use will be made of film and slides.

METHOD OF EVALUATION: Members of the class will produce three papers, of five or six pages each, over the quarter. Each paper will carry about 25% of the grade, and participation in discussion the other 25%.

REQUIRED BOOKS:

D.T. Niane, *Sundiata, An Epic of Old Mali*

J.W. Johnson, *The Epic of Son-Jara*

TBA

Kenneth R. Bain

History C92-23

WHY WE WENT TO WAR: THE UNITED STATES IN THE 20TH CENTURY

Time: M 2:00-4:00

Office Address: 627 Dartmouth

Office Phone: 467-2338

Expected Enrollment: 15

COURSE DESCRIPTION: The course will consider several fundamental questions. Why has the United States gone to war in the twentieth century? Are there any issues and conflicts likely to produce another major war in which the United States might become involved? Do the origins of past wars indicate anything about the possible causes of the next? This seminar will examine various schools of thought on the causes of U.S. entry into World War I, World War II, and the Vietnam War. It will look also at the ongoing debate on the causes of the Cold War between the United States and the Soviet Union and the decision to use atomic weapons at the end of W.W. II. It will look only briefly at the 1990-1991 decisions on Iraq. Students will read articles and excerpts that contain and reflect the scholarly controversies about how the nation became involved in these wars. They will look also at some of the primary evidence that scholars have considered in developing their theories. In class discussions and in written work they will analyze and debate the conflicting interpretations while examining and assessing the meaning and significance of important primary evidence. They will write a series of small papers for the course and a larger final paper.

PREREQUISITES: None

TEACHING METHOD: This course will rely primarily on class discussions and will require students to read a variety of schools of thought on some of the most controversial questions of twentieth century United States history. It will use highly provocative questions and materials to help students expand their understanding of the nature of

historical study and debate. Students should emerge from the course with a heightened sense of both the interpretive character of the discipline of history and the discipline's requirements for assessing conflicting interpretations and drawing tentative conclusions. Students will read scholars debating important questions and in the process will develop a highly refined ability to analyze disagreements and agreements, to synthesize their own conclusions from the evidence and arguments they encounter, and to evaluate conflicting claims of truth. To develop that skill they will use some of the categories of the logicians, including those suggested by Irving Copi in his classic introduction to logic. The course will also offer students some experience in analyzing and evaluating historical evidence.

EVALUATION: Students will be evaluated on the basis of both their written work and their contributions to class activities and discussions.

TENTATIVE READING LIST:

Excerpts from a variety of sources including:

Daniel Smith, *The Great Departure*

Patrick J. Hearden, *Roosevelt Confronts Hitler*

Robert Divine, *The Reluctant Belligerent*

Gar Alperovitz, *Atomic Diplomacy*

Stephen Harper, *Miracle of Deliverance*

Paul Birdsall, *Neutrality and Economic Pressures*

N. Gordon Levin, *America's Response to War and Revolution*

George Herring, *America's Longest War*

Walter LaFeber, *America, Russia, and the Cold War*

James W. Hixson, *The Decision to Drop the Atomic Bomb*

Paul W. Schroeder, *The Axis Alliance and Japanese-American Relations*

We will also read a few poets and logicians and see a couple of films.

Stuart Strickland

History C92-24

MEDICINE, GENDER AND HISTORY

Time: Wednesday, 3:00-5:00

Office Address: Harris Hall

Expected Enrollment: 15

COURSE DESCRIPTION: This seminar has two ambitions: to

examine the importance of conceptions of sexual difference in the emergence of modern medicine and to confront the problems involved in using "gender" and "woman" as categories of historical analysis. Topics will include: anatomical representations of the normal and the pathological body; difficulties in distinguishing sex from gender; hermaphroditism and sexual difference; midwifery, obstetrics, and female physicians; medical education and competing conceptions of medicine as a craft and a science; medical orthodoxy; hysteria and other gender- and class-specific diagnoses. The focus of this seminar will be on medicine in Europe since the eighteenth century.

PREREQUISITES: None.

TEACHING METHOD: Discussion.

EVALUATION: 2 short essays, 1 research paper, and participation in class discussion.

TENTATIVE READING LIST:

B. Duden, *The Woman Beneath the Skin: A Doctor's Patients in 18th-c. Germany*
Mary E. Fissell, *Patients, Power, and the Poor in 18th-century Bristol*

Ludmilla Jordanova, *Sexual Visions. Images of Gender*

Thomas Lacquer, *Making Sex, Body and Gender from the Greeks to Freud*

Ornella Moscucci, *The Science of Woman: Gynaecology and Gender In England*

Londa Schiebinger, *The Mind Has No Sex? Women in the Origins of Modern Science*

E. Shorter, *Women's Bodies. A Social History of Women's Encounter with Health, Ill-Health, and Medicine*

Jonathon Glassman

C98-1,2,3

HISTORY HONORS SEMINAR

Time: Thursday 3:00-5:00

Office Address: Harris 301

Phone: 491-2877

Expected Enrollment: 15

COURSE DESCRIPTION: The Department Seminar allows selected Senior history majors to work closely with individual faculty

members on year-long research projects of the students' own design. Students apply for and are admitted to the Seminar during Spring Quarter of their junior year.

PREREQUISITES: Permission of History 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

Sarah Maza

History D05

HISTORICAL ANALYSIS: RECENT APPROACHES TO CULTURAL HISTORY

Time: Tuesday, 10:00-12:00

Office: Harris 318

Phone: 1-3460

Expected Enrollment: 15

COURSE DESCRIPTION: What is cultural history? Why has it become so prominent in the last 10-15 years? How does it relate to other approaches to history, and how does it intersect with other disciplines? What are the rules, if any, governing the use of evidence in cultural history? Do cultural-historical approaches lead to the neglect of causality in historical explanation? These are some of the questions we will explore in this version of the D05 seminar. The weekly sessions will include some of the following topics: the debate over historical "objectivity" and "invention"; cultural anthropology and cultural history; the influence (or lack thereof) of Michel Foucault on the historical profession; microhistory; cultural approaches to gender, sexuality, and nationalism.

METHOD OF EVALUATION: Students' grades will be based on three short analytical papers and participation in class discussion.

TENTATIVE READING LIST:

Peter Novick, *That Noble Dream: The Objectivity Question and the American Historical Profession*

Natalie Davis, *The Return of Martin Guerre* (plus a debate about the book)
Clifford Geertz, *The Interpretation of Cultures* (excerpts)
Carlo Ginzburg, *The Cheese and the Worms*
Michel Foucault, *Discipline and Punish*
Lynn Hunt, ed. *The New Cultural History*
Joan Scott, *Gender and the Politics of History*
Judith Walkowitz, *City of Dreadful Delight*
Thomas Laqueur, *Making Sex*
Benedict Anderson, *Imagined Communities*
Plus a selection of articles about methodology.

James Oakes
History D10-1
READINGS IN AMERICAN HISTORY, 1607-1865
Time: T-TH 3:00-4:30
Office Address: 104A Harris
Phone: 491-7173/3406
Expected Enrollment: 15

COURSE DESCRIPTION: This is a survey of some of the major topics in American History. Among the issues studied will be Puritanism, the origins of slavery, American political thought, the Revolution and the Constitution, women, Jacksonian politics, the Old South, and the origins of the Civil War.

PREREQUISITES: The course is designed for first year graduate students.

TEACHING METHODS: Seminar/ discussion meets once a week for 2-3 hours to discuss readings.

EVALUATION: Students will write four brief papers, 5 pages each, on various topics covered during the quarter.

READING LIST:

David Hall, *Worlds of Wonder, Days of Judgement*
Edmund Morgan, *American Slavery, American Freedom*
Bernard Bailyn, *Ideological Origins of the American Revolution*
Gordon Wood, *Creation of the American Republic*
Christine Stansell, *City of Women*
Mary Ryan, *Cradle of the Middle Class*

Lawrence Levine, Black Culture and Black Consciousness
Deborah White, Aren't I a Woman
Eric Foner, Free Soil, Free Labor, Free Men

David W. Cohen
History D50-1
GENERAL FIELD SEMINAR IN AFRICAN HISTORY
Time: Tuesday, 3:00-5:00
Office Address: 620 Library Place
Office Phone: 491-7323
Expected Enrollment: 10

COURSE DESCRIPTION: This seminar will look at the literatures on the African past with attention to the forms of interpretative contest and debate. Through both independent and collective work, members of the seminar will focus on specific debates which have developed in the past over the interpretation and representation of Africa and its past. One objective is to read closely literature from different eras. Another is to examine the politics and sociology of discourse and debate within a field of intellectual and academic endeavor, i.e., African historiography.

The seminar will also include a several part workshop on methodology including the the following topics: (1) Framing and reframing the unit of analysis; (2) The idea of method; (3) The origination of data; (4) The constitution of disciplines; (5) The internationalization of the social sciences; (6) The politics of knowledge.

Harold Perkin
History D80-1
COMPARATIVE HISTORY: INDUSTRIALIZING SOCIETY IN
INTERNATIONAL PERSPECTIVE
Time: Tuesday, 2:00-4:00
Office Address: Harris 201A
Office Phone: 491-3152 or (708) 866-6938
Maximum Enrollment: 16

COURSE DESCRIPTION: The Industrial Revolution which began in Britain in the 18th century and has since spread to all the advanced countries of the world is the most important

development in modern history. Although based in technology, it was fundamentally a social revolution with social causes, social processes and profound social as well as political effects. This graduate course will trace these changes in six major countries: Britain, France, Germany, the United States, Tsarist Russia, and Japan. It will question some of the traditional theories and explanations of the world-wide transition to modern industrial society, and explore the way in which its political, economic and social structure, culture and value system affected the process and helped to determine the end product; and at the propensity to use its new wealth and power for welfare or warfare, affluence or expansion. A "rolling comparison" will be unfolded to throw light on the making of the modern world and on why some societies found it much easier to industrialize than others.

PREREQUISITES: First and second-year graduate students.

TEACHING METHOD: One two-hour seminar per week.

EVALUATION: Participation and presentations in class; short essays and reviews of books.

READING:

Harold Perkin Origins of Modern English Society

Clive Trebilcock, Industrialization of the Continental Powers

W. W. Rostow, Stages of Economic Growth

J Schumpeter, Theory of Economic Development

Alexander Gerschenkron, Economic Backwaters in International Perspective

T B Bottomore & P Goode, Readings in Marxist Sociology

Georges Dupeux, French Society, 1789-1970

Helmut Boehme, Social and Economic History of Germany

M E Falkus, The Industrialization of Russia, 1700-1914

Herbert Gutman, Work, Culture and Society in Industrializing America

Richard Storry, History of Modern Japan

Paul Kennedy, The Rise and Fall of the Great Powers

[Northwestern University](#)

Last Updated: May 1993

Fall 1993 Course Descriptions

0429 Religion

Cristina Traina

Religion, A01-6

RELIGION AND ENVIRONMENTAL ETHICS

Time: MW 2-3:30

Office Address: 1940 Sheridan Rd. #30

Phone: 491-5488

Expected enrollment: 15

COURSE DESCRIPTION: The ethical side of the debate over the environment has become increasingly important, especially when decisions about the environment seem to require trade-offs between the needs of human beings and those of other forms of life, or even of non-living systems. This course will explore the contributions which some religiously-inspired thinkers bring to the debates. It will also ask whether dominant religious assumptions of the past may have contributed to the environmental crisis, and if so, whether the religions themselves need to be altered. The emphasis will be on Christian thought, but other traditions will also receive attention.

No prerequisites.

TEACHING METHOD: The course will be structured around discussion of the readings. Each student will prepare a written analysis of one of the readings for use by the class, two short papers (3-5 pp), and one longer paper (9-12 pp), in addition to several impromptu in-class writing exercises. 80% of the grade will be based on the papers, and 20% will be based on discussion and attendance.

TEXTS:

Charlene Spretnak, Green Politics

Albert Gore, Earth In the Balance

Rosemary Radford Ruether, Gaia and God

The Book of Genesis

Manfred Vogel

Religion A10-0

RELIGION IN HUMAN EXPERIENCE

Time: TTH 10:30-12:00

Office Address: 1940 Sheridan Rd.

Phone: 491-5488

Expected enrollment: 100

COURSE DESCRIPTION: The course proposes to study the essential features of the phenomenon of religion. We start with the attempt to define the phenomenon and then proceed to examine

- 1) the kinds of experience it implicates (e.g., the experience of the numinous, the sacred, the holy, as encountered in space and time
- 2) the main forms of its expression (e.g., sacred symbol, myth, doctrine, sacred ritual)
- 3) it's main institutions and functionaries
- 4) its relation to society
- 5) some of the perennial topics it addresses (e.g., nature of deity, cosmogony, human predicament
- 6) various ways and goals of liberation and salvation it offers (e.g., ways of grace, devotion, meditations, action and goals of messianic age, resurrection, immortality).

No prerequisites.

TEACHING METHOD: Lecture and discussion groups.

EVALUATION: Midterm. Final. Participation in discussion.

TEXTS:

J. C. Livingston, Anatomy of the Sacred
Supplementary Reading List

Staff

Religion B10-0

INTRODUCTION TO THE HEBREW BIBLE

Time: TTH 9-10:30

Office Address: 1940 Sheridan Rd.

Phone: 491-5488

Expected enrollment: 100

COURSE DESCRIPTION: This course looks at the history and religion of the people of Israel from 1200 B.C.E. to 70 C.E. On the historical side, it looks at the rise and fall of different monarchies as the people of Israel establish independent nations and then lose that independence. On the religious side, the course examines the importance of the Jerusalem Temple as well as prophets and sages. These foci are at all times studied within the larger context of international politics in the ancient middle east.

No prerequisites.

TEACHING METHOD; Lecture and sections.

EVALUATION: Two quizzes, one mid-term and a final.

READING LIST:

B. W. Anderson, Understanding the Old Testament
Jewish Publication Society, Tanakh: The Holy Scriptures

Edward Perry, Prof. Emeritus
Religion, B11-0

NEW TESTAMENT ORIGINS

Time: T-W-Th 7:00 PM, Harris 107

Office Address: 1940 Sheridan Rd.

Phone: 491-5488

Expected Enrollment: 150

COURSE DESCRIPTION: Numerous first-century followers of Jesus, some Jewish and some not, tried to express in writing their estimate of Jesus as the supreme manifestation of a fulfilled human and of the reality called God. Twenty-seven of these writings, all produced by members of first-century churches, make up the New Testament of Christians. In this course we will study the origin of these twenty-seven compositions (gospels, letters, a history), the varieties of christologies (evaluations of Jesus) they express, and the "unity" the subsequent churches have claimed to find in this collection of diverse literature.

TEACHING METHOD: Two examinations (a mid-term and a final, both comprehensive of all lectures, readings, and other assignments that preceded the exam) and two quizzes (one before and one after the midterm, announced at least one week in advance) will constitute the performances on which to base a student's grade in the course. Students should prepare to write essay answers, composed in

complete sentences even when the correct and ample answers require only a brief statement.

The first assignment, to be completed by October 5, includes a quick, attentive reading of the entire New Testament. Mr. Perry will give some guidance about this reading and will announce other aspects of the assignment.

TEXTS: (Available at Student Book Exchange)

Each student must own a copy of:

1. Any English translation of the Bible, not simply the New Testament
2. David L. Barr, NEW TESTAMENT STORY: An Introduction. Wadsworth, Inc., 1987
3. E. P. Sanders, JUDAISM: Practice and Belief, 63BCE-66CE.
4. Carolyn Osiek, WHAT ARE THEY SAYING ABOUT THE SOCIAL SETTING OF THE NEW TESTAMENT? Paulist Press, 1992
5. John P. Meier, A MARGINAL JEW: RETHINKING THE HISTORICAL JESUS. Doubleday (Anchor Bible Reference Library), 1992.

Isshi Yamada
Religion B25-0
RELIGION IN JAPAN
Time: MWF 2:00

Office Address: 1940 Sheridan Rd.
Phone: 491-5488
Expected enrollment: 40

COURSE DESCRIPTION:

An introduction to the religions in Japan from ancient to modern times, including Shinto, Confucianism, Taoism and Buddhism. Through examining the diversity of religious phenomena in the context of historical continuity and cultural unity, the course intends to clarify the characteristics of intellectual history and religious thought in Japan.

No prerequisites.

TEACHING METHOD: Formal lectures and discussions. A critical review of a book selected from the reading list below at mid-term. A term paper of approximately 12 double-spaced, typewritten pages is required of each student enrolled in this course.

READINGS:

H. B. Earhart, Japanese Religion: Unity and Diversity
H. B. Earhart, Religion in the Japanese Experience: Sources and Interpretations
Sources of Japanese Tradition, ed. W.T. de Bary (2 vols)
H. Nakamura, Ways of Thinking of Eastern Peoples
I. Hori, Folk Religion in Japan: Continuity and Change
D. T. Suzuki, Zen and Japanese Culture
Kojiki, trans. D. L. Phillipi

RECOMMENDED READINGS:

M. Anesaki, History of Japanese Religion
Nihongi, trans. W.G. Aston, as Chronicles of Japan from the Earliest Times to A.D. 697
Genji Monogatari, trans. A. Waley or E. Seidensticker
Heike Monogatari, trans. A. L. Sadler
Hojoki, trans. A.S. Sadler
The Narrow Road to the Deep North, trans. N. Yuasa
Charles Eliot, Japanese Buddhism

Cristina Traina

Religion B26-0

INTRODUCTION TO CHRISTIANITY

Time: MWF 9:00 a.m.

Office Address: 1940 Sheridan Rd.

Office Phone: 481-5488

Expected Enrollment: 100

COURSE DESCRIPTION: We will explore the history of christian theology, institutions, and practice, with an eye to tracing the roots of contemporary expressions of Christianity.

No prerequisites.

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

EVALUATION: One midterm, a final examination, a report on a visit to a Christian service of worship, and discussion section participation.

READINGS:

Sandra S. Frankiel, Christianity
Dorothee Soelle, Thinking About God
T.S. Eliot, Murder in the Cathedral
Selected orders of worship and hymns

Manfred Vogel
Religion C31-0
RECENT JEWISH THOUGHT
Time: TTH 1-2:30
Office Address: 1940 Sheridan Rd.
Office Phone: 491-5488
Expected Enrollment: 20

COURSE DESCRIPTION: A survey of the thought of some of the leading Jewish thinkers in the 20th century, e.g., Baeck, Rosenzweig, Buber, Heschel and Kaplan. The course will examine their attempt to defend religion (e.g. the possibility of affirming God, revelation, creation, redemption) in the context of modern cultural awareness. It will also examine the various responses which these thinkers formulate to the crisis in Jewish life precipitated by the Emancipation, a crisis which manifests itself with respect to the Law, Jewish peoplehood, the land of Israel, and the relationship between Judaism and Christianity.

No prerequisites. P/N registration is permitted.

TEACHING METHOD: Lectures and discussion will be the main method of exposition.

EVALUATION: Midterm and Final exam.

TEXTS:

Albert Friedlander, Leo Baeck: Teacher of Theresienstadt
Nahum Glatzer, Franz Rosenzweig, His Life and Thought
Maurice Friedman, The Life of Dialogue: The Philosophy of Martin Buber Between God and Man, (the thought of A.J. Heschel) edited Fritz
Rothschild Dynamic Judaism, (the thought of M. Kaplan) edited Emmanuel
Goldsmith

David Patterson and Manfred Vogel
Religion C52-0

RELIGIOUS DIMENSION IN RENASCENT HEBREW LITERATURE

Time: W 2-4:30

Office Address: 1940 Sheridan Rd.

Office Phone: 491-5488

Expected Enrollment: 20

COURSE DESCRIPTION: This course will examine the reformulations of the structure of faith and the religious vocation of Judaism as it reflects itself in the thought of some of the leading literary figures in recent Hebrew literature. Selective writings in English translation will be used. The figures to be considered are: Mapu, Mendele, Brenner, Ben-Yehuda, Ahad-Haam, Bialik, Tschernichovsky and Agnon.

TEACHING METHOD: Lectures and discussion.

EVALUATION: Grades will be based on class participation and a term paper.

TEXTS: Out of the Depths, Brenner (Trans. by David Patterson)
A Dream Come True, Eleazer Ben-Yehuda (Trans. by T. Muraoka
Edited by G. Mandel)

Richard Kieckhefer

Religion C61-1

FOUNDATIONS OF CHRISTIAN THOUGHT

Time: MWF 2:00

Office Address: 1940 Sheridan Rd.

Office Phone: 491-5488

Expected Enrollment: 20

COURSE DESCRIPTION: We will examine the central issues in traditional (pre-Enlightenment) Christian thought: ideas about the Trinity, the Incarnation, Atonement, Fall and Original Sin, God, and Revelation.

We will begin with two books that show Christian thinkers struggling

deeply with theological issues that impinge on their own lives: Augustine's Confessions and Julian of Norwich's Showings.

Then we will examine excerpts from other writers, Eastern and Western,

from the first through the sixteenth centuries. To some extent we

will ask how modern and even contemporary Christian theology has criticized and reinterpreted traditional notions, but we will attend mainly to primary sources from Christian tradition.

No prerequisites. P/N is not permitted.

TEACHING METHOD: Discussions.

EVALUTATION: Grades will be based on class participation and on papers.

Students who plan to enroll in the sequel to this course (C61-2 The Foundations of Modern Christian Thought) in the Winter term may elect to write a single, more substantial paper on the chief assignment for both courses, in which case the grade of K will be assigned at the end of the Fall term.

READINGS:

Linwood Urban, *A Short History of Christian Thought*, (New York: Oxford, 1986)

Saint Augustine, *Confessions*, trans. R.S. Pine-Coffin. (Harmondsworth: Penguin, 1961)

Julian of Norwich, *Showings*, Trans. Edmund Colledge and James Walsh (New York: Paulist, 1978).

Plus photocopies

Richard Kieckhefer

Religion C64-0

THE IDEA OF SAINTHOOD IN CHRISTIANITY

Time: MWF 10:00

Office Address: 1940 Sheridan Rd.

Phone: 491-5488

Expected enrollment: 20

COURSE DESCRIPTION: The course will deal with sainthood in early Christianity, Roman Catholicism, Eastern Orthodoxy, and Anglicanism. At the end we will examine parallel notions in other religious traditions.

No prerequisites. P/N is not permitted.

TEACHING METHOD: Lectures and discussions.

EVALUATION: Grades will be based on class participation and on papers.

READINGS:

Kenneth L. Woodward, *Making Saints: How the Catholic Church Determines Who Becomes a Saint, Who Doesn't, and Why* (New York: Simon & Schuster, 1990)

Richard Kieckhefer and George D. Bond, eds., *Sainthood: Its Manifestations in World Religions* (Berkeley and Los Angeles: University of California Press, 1988)

Roy J. Defarrari, et al., trans., *Early Christian Biographies* (Washington: Catholic University of America Press, 1952)

Jo Ann McNamara, et al., trans., *Sainted Women of the Dark Ages* (Durham: Duke University Press, 1992)

Plus photocopies.

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Fall 1993 Course Descriptions

0430 European Thought & Culture

Gza von Molnr

European Thought & Culture B17-0

THE ROMANTIC PERIOD

Time: TTH 10:30 - 12

Office Address: Kr. 109 (or 1922 Sheridan Road in the basement)

Phone: 491-8296 or 491-3525 (Phyllis Siegel)

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.

No Prerequisites. P/N registration is not permitted.

TEACHING METHOD: Lectures and discussion.

EVALUATION: Midterm and final examinations.

TEXTS:

Works to be read and discussed by: Goethe, Schiller, Rousseau, Novalis, Hoffmann (all in translation), Byron,

Wordsworth, Coleridge, and Mary Schelley.

Secondary texts:

Gza von Molnr, Romantic Vision, Ethical Context

E.J. Hobsbawm, The Age of Revolution 1789 - 1848

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Last Updated: May 1993

Fall 1993 Course Descriptions

0433 African & Asian Languages

M. Eissa

AAL A05-1,2.3

ARABIC I

Office: 2010 Sheridan Rd., Rm. 1

Phone: 491-5288

Expected enrollment: 20

COURSE DESCRIPTION: This is a three-segment course of which the first begins in the Fall quarter of every academic year. The entire course (Arabic I) constitutes an introduction and building elementary proficiency in modern standard Arabic. The main emphasis will be on basic structure of the language, reading simple texts and oral communication. Useful and essential vocabulary will be used for the application of grammatical points. There are a number of extracurricular activities providing cultural context to the study of the language. Students with any background in Arabic study should either take a placement examination or consult the instructor before enrollment.

PREREQUISITES: None for the first segment (Fall quarter) and A05-1 or equivalent for Winter quarter and A05-2 or equivalent for Spring quarter.

TEACHING METHOD: Classes meet five times a week and class time is devoted to reading, oral communication, translation and grammar explanation. Students are required to use audio-visual materials available in the language lab and be prepared to devote additional time to daily homework.

EVALUATION: Weekly quizzes, one midterm and a final. Quiz grades and class performance will count towards the final grade as well as class and lab attendance.

TEXTBOOKS: Samar, Attar Modern Arabic, Book 2 and its workbook.

Hans Wehr, A Dictionary of Modern Written Arabic

David Cowan Modern Literary Arabic

M. Eissa

AAL A06-1,2,3

ARABIC II

Office: 2010 Sheridan Rd., Rm 1

Phone: 491-5288

Expected enrollment: 10

COURSE DESCRIPTION: This is a three-segment course as a continuation of Arabic I (A05-1,2,3). 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 A05 or equivalent for the first segment, (Fall quarter) A06-1 for the second segment (Winter quarter), A06-2 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, one midterm and a final. Class attendance and performance will be taken into consideration.

TEXTBOOK: Abboud et al Elementary Modern Standard Arabic
Hans Wehr, A Dictionary of Modern Written Arabic

M. Eissa

AAL B07-1,2,3

ARABIC III

Office: 2010 Sheridan Rd., Rm 1

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: Selected materials and texts.

Richard Li-Cheng Gu

AAL All-1,2,3 Section 20 & 21

CHINESE I

Office: 2010 Sheridan Rd.

Phone: 491-2760

Expected enrollment: 20

COURSE DESCRIPTION: The course introduces grammar, 600 single characters and 1,600 compound words of standard modern Chinese, e.g., vernacular Chinese or Mandarin. It emphasizes speaking and reading as well as writing. We use two text books compiled by John de Frances, one compiled by Beijing Language Institute, China.

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, three quizzes, a midterm exam and a final exam.

READINGS: Beginning Chinese, (20 lessons) a romanized text using Chinese National Phonetic System, and Beginning Chinese Reader and Practical Chinese Reader Book I. Besides the textbooks, we also read several famous Chinese folktales such as Liang Shan-Po And Zhu Ying-Tal. Weekly time-schedule sheets will tell the students how to prepare for each class.

Richard Li-cheng Gu

AAL All-1,2,3 Section 22

ACCELERATED CHINESE 1 (For students with some speaking ability)

Office: 2010 Sheridan Rd.

Phone: 491-2760

Expected enrollment: 30

COURSE DESCRIPTION: The course introduces grammar, 900 single characters and 2000 compound words of standard modern Chinese, e.g., vernacular Chinese or Mandarin. It emphasized reading as well as writing. Students will learn to read essay's and short stories. They will also learn to write notes and letters. We use text books compiled by John de Frances and Beijing Language Institute, China.

PREREQUISITES: 2 years of Chinese in high school or consent of instructor.

TEACHING METHOD: Four regular class hours are for analysis of sentence structure, sentence buildup, etymology of Chinese words, translation, conversation and dictation. In class, after explaining grammar and characters in English/Chinese, the instructor will use Chinese for oral drills, sentence buildup and conversation. After class the student should spend 30 minutes doing writing assignments regularly.

EVALUATION: Classroom performance, written assignments, oral reports, three quizzes, a midterm exam and a final exam.

READINGS: PRACTICAL CHINESE READER Book 1 and BEGINNING CHINESE READER BOOK 1 & 11. Beside the textbooks, we also read several famous Chinese folktales such as The Herd Boy, The Weaving Maid and Liang Shan-Po and Zhu Ying-Taio and some supplementary materials. Weekly time-schedule sheets will tell the students how to prepare for each class.

Wen-Hsiung Hsu

Staff

AAL A12-1,2,3 Sections 20, 21

CHINESE II

Office: 2010 Sheridan Rd.

Phone: 491-2768

Expected enrollment: 20

COURSE DESCRIPTION: The course is designed to improve students' comprehension in speaking and reading Chinese. Through carefully edited texts we will build up a basic vocabulary for reading, writing and conversation.

PREREQUISITES: Chinese I. P/N is allowed.

TEACHING METHOD: Four regular class hours for the etymology of Chinese words, analysis of sentences, translation and conversation. Students are expected to prepare and participate actively in classroom discussions.

EVALUATION:

Classroom performance and written assignments (20%),
quizzes (20%),
three exams (30%)
final (30%).

READINGS:

Practical Chinese Reader, Vol. II

Laughter in Chinese

Episodes from Dream of the Red Chamber

Strange Friends

Intermediate Reader of Modern Chinese

Selected texts from various intermediate Chinese textbooks used in China and the United States

Wen-Hsiung Hsu

AAL B13-1,2,3

CHINESE III

Office: 2010 Sheridan Rd.

Phones: 491-2768 (office), 708/945-8627 (Home)

Expected enrollment: 8

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 (20%),
quizzes (20%),
exams (20%)
and a final (40%)

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

Edna Grad

AAL A01-1,2,3 Sections 20, 21, 22

HEBREW I

Office Address: 2010 Sheridan Rd.

Phone: 708/491-2769

Expected Enrollment:

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 SIFRON LASTUDENT I (Academon, Jerusalem, Israel). The accompanying workbook is TARGILON (Academon, Jerusalem, 1982).

Edna Grad

AAL A02-1,2,3 Sections 20, 21

HEBREW II

Office Address: 2010 Sheridan Rd.

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 A01-1,2,3. 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 B01-1,2,3
HEBREW III
Office Address: 2010 Sheridan Rd.
Phone: 491-2769

COURSE DESCRIPTION: This is an advanced level course in Hebrew. Literary works from Old Testament to contemporary Hebrew prose and poetry will be read, discussed and analyzed orally and in writing.

PREREQUISITES: Northwestern students should have completed and received credit for Hebrew A02-3. New students must have permission of the instructor.

TEACHING METHOD: The lessons will center around discussion of literary works. Homework assignments will comprise short compositions and exercises.

EVALUATION: Grades will be based on
(1) weekly short compositions and exercises and
(2) midterm and final papers.

Ken'ichi Miura, Kiyomi Kagawa & staff
AAL A15-1,2,3 Sec 20,21,22,23,24,25
JAPANESE I
Office: 2010 Sheridan Rd., Rm 6

Phone: 491-2763 Takada, 491-2762 Kagawa, 467-1986 Miura
Expected enrollment:90 (15 maximum each section)

COURSE DESCRIPTION: This is an introductory year-course in elementary Japanese. It prepares students for the intermediate course, AAL 16, which in turn leads to advanced Japanese AAL B17.

PREREQUISITES: P/N is not allowed.

TEACHING METHOD: During the first quarter of A15 students learn the hiragana and katakana syllabaries. By the end of the first year students in addition will be able to use some 2000 vocabulary items and some 100 ideographs (kanji), and to be familiar with the grammar and pronunciation of modern colloquial Japanese. An accompanying set of tapes is designed to strengthen proficiency in listening comprehension, reading Japanese text, and fluency in speaking. The class meets five days a week.

EVALUATION: Class participation, weekly quizzes, handwriting, weekly assignments, final examination, and class attendance are taken into account in determining a grade for each student.

READINGS: Learn Japanese: A New College Text, Univ. of Hawaii
Press Vol. I - II (Available at Norris Bookstore)

Ken'ichi Miura, Kiyomi Kagawa, Chizu Kanada
AAL A16-1,2,3 Sections 20,21,22, 23

JAPANESE II

Office: 2010 Sheridan Rd., Miura Rm 6

Phone: 467-1986 Miura, 491-2762 Kagawa, 491-2764 Kanada
Expected enrollment: 60 (15 maximum each section)

COURSE DESCRIPTION: This is the second year course in intermediate Japanese. It is designed to develop students' mastery of modern Japanese, as a continuation of Japanese I. Reading, writing and speaking skills will all continue to be emphasized.

PREREQUISITES: Successful completion of A15-3 or with

permission of the instructor. (Placement test will be given)

TEACHING METHOD: New grammatical items are introduced at the beginning of each week, and vocabulary practice drills, contextual conversation practice and exercise would follow. Students are expected to learn approximately 15 new Kanji each week. Classes will be conducted mainly in Japanese.

EVALUATION: Classroom participation, weekly quizzes and a final examination are all taken into account in determining a grade for each student.

READINGS: Learn Japanese: A New College Text, Vol. III and IV
Univ. of Hawaii Press, 1985

Chizu Kanada
AAL B17-1,2,3
Japanese III
Office Address: 2010 Sheridan Rd.
Phone: 491-2764
Expected enrollment: 15

COURSE DESCRIPTION: This is the third year course which covers advanced intermediate to advanced level Japanese. The yearlong course is designed to increase the students' ability in reading, writing, speaking and listening comprehension. The course also aims to expand the student's vocabulary and kanji base to the extent that is necessary for advanced level reading and writing. A wide range of topics in the social, political, economic, philosophical and linguistic areas of contemporary Japanese civilization will be discussed.

PREREQUISITES: Successful completion of second year intermediate Japanese (AAL A16) or (with permission of instructor) its equivalent.

TEACHING METHOD: Students meet with the instructor five times a week. Half of the class time is devoted specifically to reading skills while reviewing grammar points, the remainder to more interactive practices using the text material. The class is conducted primarily in Japanese.

EVALUATION: Classroom participation, assignments, weekly

quizzes, oral proficiency and a final examination are all taken into account in determining each student's grade.

READINGS: Intermediate Japanese I
(Tokai Univ. Press, Tokyo 1979)

Additional materials will be provided in photocopied form.

Staff

AAL C18-1, 2, 3

JAPANESE IV

Office: 2010 Sheridan Rd., Rm 11

Phone: 491-2766

Expected enrollment: 10

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. Main focus of this course will be to introduce contemporary day-to-day Japanese materials, such as newspapers, journal articles, contemporary fiction, radio and T.V. information, etc. First quarter will focus on close reading and translation skills; English will be used in class. Second and third quarters will be taught as much as possible in Japanese. Although reading will continue in these two quarters too, second quarter emphasizes spoken skills; third quarter emphasizes writing.

PREREQUISITES: Third year Japanese or equivalent.

TEACHING METHOD: During the first quarter, translation skills will be emphasized; there are written assignments beyond class participation. Typical class format for second and third quarters will include listening comprehension training, classroom work on spoken Japanese, reading or writing and class presentations.

EVALUATION: Class participation is an integral part of grade. Each quarter's method of evaluation will depend on the skills emphasized.

READINGS: All materials will be distributed in photocopies. For example, quarter 1:
Selections from Madogioa no Totto-chan (Kuroyanagi)

Boryoku Kyoshitsu (Akagawa)
Himanari no ie (Kurahashi)
and others

Richard Lepine

AAL A21-1,2,3

SWAHILI I

Office: African & Asian Languages, 2010 Sheridan Rd., Rm 13

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. 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, one of which is a formal laboratory session with the instructor. There are oral, written and audiovisual class exercises, written and taped homework assignments and projects, and regular quizzes and longer tests.

EVALUATION: Attendance in lectures and labs, participation in classroom exercises, performance on homework, quizzes, tests and special projects will all count towards the final grade. However, tests and assignments during the course are intended primarily as means of discovering and correcting problem areas. Evaluation is based on the final written examination in each quarter and ongoing assessment of oral proficiency skills in classroom and lab sessions.

TEXTS:

(required)

Thomas Hinnebusch & Sarah Mirza, Swahili, A Foundation for

Speaking, Reading and Writing, University Press of America, 1979. Robert Leonard, Swahili Phrasebook, Lonely Planet, 1990.

(recommended)

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, 2010 Sheridan Rd., Rm 13

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: Swahili A21 or the equivalent with consent of instructor. May be taken P/N, but not to satisfy CAS language proficiency requirements.

TEACHING METHOD: There are four lecture hours each week, and an additional weekly audiovisual assignment done independently. Swahili is the primary medium of instruction.

EVALUATION: Attendance in lectures and labs, participation in classroom exercises, performance on homework, quizzes, tests and special projects will all count towards the final grade. However, tests and assignments during the course are intended primarily as means of discovering and correcting problem areas. Evaluation is based on a final written

examination and an ongoing assessment of oral proficiency skills in the classroom.

TEXTS:

(required)

These two dictionaries will be borrowed from the instructor: Fredrick Johnson, Swahili-English Dictionary, Oxford University Press, 1980.

Taasisi ya Uchunguzi wa Kiswahili, Kamusi ya Kiswahili Sanifu, Oxford University Press-East Africa, 1981.

other texts provided by instructor

(recommended)

Fredrick Johnson, English-Swahili Dictionary, Oxford University Press, 1980.

Richard Lepine

AAL B23-1,2,3

SWAHILI III

Office: African & Asian Languages, 2010 Sheridan Rd., Rm 13

Phone: 491-2765

Expected Enrollment: 1-5 (not limited)

COURSE DESCRIPTION: This is the third-year course, and is open to undergraduate and graduate students who have completed second-year Swahili or its equivalent. Graduate students register as D10-1,2,3 section 23. The course focuses on the study of classical and modern Swahili verbal arts--including non-fiction prose and oral narrative performance as well as poetic, narrative, and dramatic texts. It is ordinarily but not necessarily taught in a three-quarter sequence: Fall, oral tradition; Winter, classical tradition; Spring, modern writing.

PREREQUISITES: Swahili A22, or the equivalent with the consent of instructor.

TEACHING METHOD: Students have three lecture hours each week. Swahili is the medium of instruction. There are oral and written classroom exercises, and written and audiovisual homework assignments and projects. There is some English-language background reading expected, but most work involves texts or other materials 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)

Ibrahim Noor Shariff, Tungo Zetu, Red Sea Press, 1988.

(these dictionaries may be borrowed from the instructor:)

Fredrick Johnson, Swahili-English Dictionary, Oxford University Press, 1980

Taasisi ya Uchunguzi wa Kiswahili, Kamusi ya Kiswahili Sanifu, Oxford University Press-East Africa, 1981.

other texts provided by instructor

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Last Updated: May 1993

Fall 1993 Course Descriptions

0434 Linguistics

Judith N. Levi

Fall Quarter 1993-94

Linguistics B06

SYNTAX AND MEANING IN HUMAN LANGUAGE

Time: MW 3:00-4:30pm

Office Address: 2016 Sheridan Road, Rm. 30

Phone: 491-8057

Expected Enrollment: 60

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), syntax (the study of the structure of sentences), and semantics (the study of meaning). Illustrative materials and problems will be drawn from English and other languages.

PREREQUISITES: None. An interest in language would be welcome.

TEACHING METHODOLOGY: Lecture and discussion with class participation encouraged. Attendance is as crucial as in a math class.

METHODS OF EVALUATION: Final grade will be based on
(a) three noncumulative examinations weighted roughly 40%, 30% and 30%;
(b) satisfactory completion of required homework assignments and occasional pop quizzes; and
(c) class participation (which presupposes regular attendance).

TEXTS: Required texts are:

1) Contemporary Linguistics: An Introduction by W. O'Grady, M. Dobrovolsky, and M. Aronoff (second U.S. Edition 1993), available at SBX.

2) A reading packet available at Quartet.

ATTENDANCE AT FIRST CLASS IS MANDATORY TO HELP ACCOMMODATE STUDENTS ON THE WAITING LIST.

Michael Broe

Fall Quarter 1993-94

Linguistics B07

SOUND PATTERNS IN HUMAN LANGUAGE

Time: TTh 1:00-2:30

Office Address: 2016 Sheridan Road

Phone: 491-7020

Expected Enrollment: 40 Attendance at first class mandatory.

COURSE DESCRIPTION: This course introduces students to the analysis of the sound systems of human language. The course includes phonetics (the study of human speech sounds and their abstract representation systems), and phonology (the study of the sound systems of individual languages and universal relationships between systems). Illustrative material will be drawn from English and other languages.

PREREQUISITES: None, although Linguistics A10 would provide a useful general background.

TEACHING METHOD: Lecture and discussion with class participation expected. Students must attend first class and keep up from class to class. Missing a class or postponing homework will put the student seriously behind. Regular homework required.

METHOD OF EVALUATION: TBA

Beatrice Santorini

Fall Quarter 1993-94

Linguistics C06

FUNDAMENTALS OF SYNTAX

Time: TTh 10:30-12:00

Office Address: 2016 Sheridan Road

Phone: 491-8054

Expected Enrollment: 25

COURSE DESCRIPTION: This course is the first in a three-quarter sequence that introduces students to linguistic

argumentation and builds the foundation for understanding contemporary work in a syntactic theory. After reviewing fundamental concepts of general grammatical theory (prescriptive vs. descriptive grammar, competence vs. performance, universal grammar), we will cover the fundamentals of syntax: the lexicon, constituenthood, phrase structure, movement and binding. Although we will focus on English, examples will also be drawn from other languages. (Note that this is not a course in "English grammar".)

This course is designed for students with limited prior work in syntactic analysis: advanced undergraduate and first-year graduate students in linguistics and other related areas (e.g., cognitive science, computer science, foreign languages), and it may be taken without any commitment to taking the following courses (D05-1,2).

PREREQUISITES: For undergraduates, Linguistics B06; for graduate students, the equivalent of Linguistics B06 or permission of instructor.

TEACHING METHODOLOGY: Lecture and discussion. Problem sets to develop skills in problem-solving and linguistic argumentation.

METHOD OF EVALUATION: Weekly problem sets, a midterm exam and a final exam.

TEXTS: Coursepack.

Abraham Demoz
Fall Quarter 1993-94
Linguistics C10
SOCIOLINGUISTICS
Time: TTh 9:00-1:30
Office Address: 2016 Sheridan Road
Phone: 491-8058
Expected Enrollment: 40

COURSE DESCRIPTION: This course is an introduction to the study of the structure and function of language in the context of society. The study of language as a purely formal system has so far proved incomplete in many ways. This course will show in what ways the study of language in its social context can deepen and broaden our understanding of

the nature of human language. The course will also deal with the sociology of language and in particular with language policies and patterns of language use in multilingual societies. Special attention will be paid to language diversity in the United States and to the sociolinguistic problems of developing nations, especially those in Africa.

PREREQUISITES: An introductory course in linguistics is strongly recommended (Ling A10, B06, B07, or B09).

TEACHING METHOD: Lecture and discussion. Students will be assigned numerous readings.

EVALUATION: Midterm and a major research paper on a topic of the student's special interest within sociolinguistics.

TEXTS: TBA

Janet Pierrehumbert
Fall Quarter 1993-94
Linguistics C16

PHONETICS

Time: TTh 1:00-2:30, F 11:00-12:00

Office Address: 2016 Sheridan Road

Phone: 491-5779

Expected Enrollment: 25

COURSE DESCRIPTION: A first course in phonetics concentrating on the English language primarily. Topics covered include Articulatory Phonetics, Transcription, The Sounds of English, Acoustic Phonetics, Vowel Theory and Prosodic Features.

PREREQUISITES: Linguistics A10 or equivalent.

TEACHING METHODOLOGY: Lecture, discussion, dictation (transcriptions), question and answer sessions, and language laboratory work. Most of the student's learning takes place in class; regular attendance is essential.

METHODS OF EVALUATION: Regular homework, transcription exercises, quizzes, & examinations.

P/N REGISTRATION IS NOT PERMITTED.

TEXT: TBA

Rae Moses

Fall Quarter 1993-94

Linguistics C18

LANGUAGE AND GENDER

Time: MW 2:00-3:30

Office address: 2016 Sheridan Road

Phone: 491-8053

Maximum Enrollment: 60 Attendance at first class mandatory.

COURSE DESCRIPTION: The language we use to talk about men and women is often different. Men and women also use language differently. This course examines these differences, how society evaluates them, attempts to regulate them and how these differences have changed over time reflecting our changing society. We will explore the use of gender specific language, e.g., him/her, waitress, postman, the best man for the job, and language attitudes about these expressions. We will also examine the language used by men and women in special contexts, how gender differences are learned and what these differences seem to mean in our society.

PREREQUISITES: None. P/N registration is permitted.

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

EVALUATION: Biweekly reaction papers, a class presentation, a late midterm quiz, and a take-home final.

TEXTS: Language Gender and Society, Barrie Thorne, Cheri Kramarae and Nancy Henley (eds.) 1983. (at SBX).

Language Gender and Professional Writing, Francine Wattman Frank and Paula A. Treichler. 1989.

They Used To Call Me Snow White But I Drifted. Regina Barreca, 1990.

Staff

Fall Quarter 1993-94

Linguistics C80

ENGLISH IN THE UNIVERSITY

Time: Sec. 20 TTh 4:00-5:30
Sec. 21 MW 4:00-5:30
Sec. 22 TTh 12:00-1:30

Office Address: 2016 Sheridan Road
Phone: 491-7020
Expected enrollment: 15 per section.

COURSE DESCRIPTION: Intended for potential teaching assistants and other graduate students who are not native speakers of English. This credit course will focus on conversational skills and teaching techniques culturally appropriate for an American university setting. Class work will be supplemented by language laboratory work.

PREREQUISITES: None. P/N registration is encouraged.

TEACHING METHODOLOGY: Lectures and class participation.

READINGS: TBA

Beatrice Santorini
Fall Quarter 1993-94
Linguistics D11
SEMINAR IN LINGUISTIC THEORY
Time: TTh 2:30-4:00
Office Address: 2016 Sheridan Road
Phone: 491-8054
Expected Enrollment: 15

COURSE DESCRIPTION: Over the last decade, research in historical syntax has made significant gains that can be traced to progress both in comparative syntax and in computer technology. In this seminar, we will focus on recent work in historical syntax that has grown out of corpus-based research.

Students will be expected to pursue their own corpus-based project and to write up the results of their research, and the course will include tutorials on computational methods for linguistic analysis. The project need not be limited to the analysis of historical corpora; other possibilities include code-switching, discourse phenomena or other aspects of synchronic variation.

PREREQUISITES: Linguistics D05-1,2 or equivalent.

TEACHING METHODOLOGY: Readings and discussion; some tutorials.

METHOD OF EVALUATION: Presentation of a reading; course project and paper.

TEXTS: Coursepack.

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Last Updated: May 1993

Fall 1993 Course Descriptions

0435 Mathematics

Michael Barratt
Mathematics A10
SURVEY OF MODERN MATHEMATICS
Time: 10:00 - 10:50 MWF
Office Address: Lunt 303
Phone: 491-5598
Expected Enrollment: 20

COURSE DESCRIPTION:

- 1) Lines in two-dimensional spaces. Elements of linear programming.
- 2) Counting techniques.
- 3) Basic probability and statistics with applications.
- 4) Mathematics of finance.

TEACHING METHOD: Three lectures and a quiz section. Class presence is necessary.

EVALUATION: The grade will be based on homework, quizzes, a midterm exam and a final exam.

TEXT: Mathematics & Its Applications by Cozzen and Porter, Heath

Staff
Mathematics A13-0
PRE-CALCULUS MATHEMATICS
Time: 12:00 - 12:50 MWF
Expected Enrollment: 40

Staff
Mathematics B10-1
MATHEMATICS FOR THE BEHAVIORAL SCIENCES

Time: MWF 9:00- 9:50
Phone: 491-3298
Expected Enrollment: 150

PREREQUISITES: 3 years of high school mathematics.

TEACHING METHOD: 3 lectures and a tutorial a week.

EVALUATION: The student's grade is based on 2 midterms, a final and quizzes.

TEXT: Calculus by Bittinger, 4th edition.

Mathematics B14-1,2,3

CALCULUS

Phone: 491-3299
Expected Enrollment: 30-50 per section

COURSE DESCRIPTION:

B14-1 Coordinate systems, slope of a line, equations of a line, definition of a function, graphs, limits, derivative of a function, differentiation of polynomials and rational function, implicit differentiation, chain rule, curve plotting, max-min problems, related rates, approximations, mean value theorems, anti-differentiation, differentiation and integration of sines and cosines.

Text: Third edition of Edwards & Penney, Calculus and Analytic Geometry.

B14-2 Some reviews of B14-1 (mainly in the Fall qtr. for incoming freshmen), area under a curve, definite integrals, fundamental theorems of calculus, computation of volumes, arc length, moments, center of gravity, trig functions, differentiation of trig. and inverse trig. functions, exponential and logarithmic functions and their derivatives, integration by parts, trig. substitutions, partial fractions.

Text: Third edition of Edwards & Penney, Calculus and Analytic Geometry.

B14-3 Some review of B14-1,2 (mainly in the Fall qtr. for incoming freshman), conic sections and polar coordinates, vectors, dot and cross product, equations of lines and planes, vector triple products, differentiation of vectors, tangent to a curve, normal vector, arc length, differentiation of vector products, functions of several, (especially 2), variables, partial derivatives, tangent plane, directional derivative and gradient, chain rule for partial derivatives, max-min problems, parametric curves, velocity and acceleration.

Text: Third edition of Edwards & Penney, Calculus and Analytic Geometry

PREREQUISITES: See the requirements and recommendations in the mathematics section of the Undergraduate Catalog. Students who have studied calculus in high school are strongly urged to register for the next appropriate course at Northwestern and should not repeat work done in high school. The Fall quarter of B14-3 consists largely of entering freshmen who have had a full year of calculus in high school. Students who are in doubt about which course to take may obtain a Self-testing Calculus Placement Examination from the Mathematics Department, Lunt Hall.

P/N is allowed.

TEACHING METHODOLOGY: Lecture and discussion sections meet 3 or 4 times a week. Classes with only 3 lectures per week are accompanied by quiz sections (of 20-25 students), which meet one day a week for problem solving and discussion, under the supervision of a teaching assistant.

METHOD OF EVALUATION: Grades are determined from the grades on quizzes, hour examinations, and a final exam. Some sections will have a common final exam.

Mathematics B15-0

MULTIPLE INTEGRATION AND VECTOR CALCULUS

Mathematics B17-0

SEQUENCES AND SERIES, LINEAR ALGEBRA

Phone: 491-3299

Expected Enrollment: 35-60 per section

COURSE DESCRIPTIONS:

B15-0 Double and triple integrals. Line and surface integrals. Cylindrical and spherical coordinate systems. Change of variable in multiple integrals; Jacobians. Gradient, divergence and curl. Theorems of Gree, Gauss and Stokes.

PREREQUISITE: B14-3

TEXT: Third edition of Edwards & Penny, Calculus and Analytic Geometry.

B17-0 Sequences and series: convergence tests; power series; Taylor series. Linear algebra: vectors and matrices; Gaussian elimination; inverses; determinants; eigenvalues and eigenvectors; quadratic forms and diagonalization; application to quadric surfaces.

PREREQUISITES: B14-3.

TEXT: Third edition of Edwards & Penny, Calculus and Analytic Geometry; Groetsch and King, Matrix Methods & Applications.

Staff

Mathematics B20-1,2,3

ACCELERATED CALCULUS OF SEVERAL VARIABLES

Phone: 491-3299

Time: MWThF 12 - 12:50

Expected enrollment: 40-45

COURSE DESCRIPTION: Mathematics B20 covers the material of four quarters of mathematics - B14-3, B15, B17, B21 - in three quarters. It is taught at the same level as the four courses it replaces and does not attempt the sophistication of an "honors" course. However, because of the speed at which material is covered, B20 is harder than the usual courses. In compensation, an additional quarter is free for electives. The particular order of material will vary with

the instructor, but an effort is made to cover all the material of B14-3 during B20-1 so that a student may switch into the regular calculus sequence after the first quarter should the work load prove too time consuming.

The exact order of material will vary with the instructor. For 1991-1992, the topics will be distributed as follows:

B20-1: Vectors and curves, partial derivatives, multiple integrals.

B20-2: Vector integral calculus, elementary differential equations, matrices, determinants.

B20-3: Linear independence, eigenvalues and eigenvectors, systems of differential equations, infinite series, series solutions of differential equations.

PREREQUISITES: Mathematics B20 is an accelerated course which is intended for Freshman who have studied Calculus of One Variable in High School and have achieved good grades in the subject.

TEACHING METHOD: Three lectures (MWF) and one quiz section per week.

EVALUATION: The student's grade in each quarter will be based on 6 quizzes, 2 midterm exams, and a final exam.

TEXT: Grossman, "Multivariable Calculus, Linear Algebra and Differential Equations".

Additional Notes.

Joseph Jerome

Mathematics B21-0

DIFFERENTIAL EQUATIONS

Office Address: Lunt B2

Phone: 491-5575

Time: 10:00 - 10:50 MWF

Expected enrollment: 30

COURSE DESCRIPTION: Solution of ordinary differential equations with applications.

PREREQUISITES: B14-3.

TEACHING METHOD: Lectures & Quiz Sessions.

EVALUATION: Quizzes, midterm and final exam.

TEXT: Boyce and Deprima, Introduction to Differential Equations.

Stephen Fisher
Mathematics B90-1
HONORS COURSE-FIRST YEAR
Time: 1:00 - 1:50
Office Address: Lunt 302C
Phone: 491-5591
Expected Enrollment: 45

COURSE DESCRIPTION: This is intended to be a course in Calculus of functions of several variables and vector analysis with emphasis on rigor.

PREREQUISITES: One year of Calculus and invitation of the department.

TEACHING METHOD: Three lectures a week plus one tutorial.

EVALUATION: The student's grade will be based upon two midterm exams, a final exam, quizzes and homework grades.

TEXT: Vector Calculus by J. E. Marsden and A. J. Tromba; a differential equations text, to be determined.

Daniel Kahn
Mathematics B91-1,2,3
HONORS COURSE FOR SCIENTISTS, FIRST YEAR
Time: 11:00 - 11:50
Office Address: Lunt 307A
Phone: 491-5567
Expected Enrollment: 33

COURSE DESCRIPTION: Multidimensional calculus, linear algebra, and differential equations.

Prerequisite: Admission to Integrated Science Program.

P/N not allowed.

Teaching Methodology: Lectures & homework.

Methods of Evaluation: Quizzes, hour exams & final.

Kenneth Mount

Mathematics B92-1

HONORS COURSE FOR SOCIAL SCIENCES

Time: 2:00 - 2:50

Office Address: Lunt 201

Phone: 491-5557

Expected Enrollment: 45

Staff

Mathematics C10-1,2,3

INTRODUCTION TO REAL ANALYSIS

Time: 1:00 - 1:50

Phone: 491-3299

Expected Enrollment: 40

COURSE DESCRIPTION: The real numbers, sets and functions, basic topology of Euclidean space, limits and continuity, derivatives, infinite series, sequences of functions, the space of continuous functions, fixed-point theorems, the Riemann-Stieltjes integral, the inverse and implicit function theorem, Lebesgue integral, limit theorems, Fourier series.

PREREQUISITES: The calculus sequence.

P/N is allowed.

TEACHING METHOD: Lectures, Problem sessions.

METHOD OF EVALUATION: Midterms and Final exam.

TEXT: J. E. Marsden, Elementary Classical Analysis, W.H. Freeman & Co (1974).

Joseph Jerome

Mathematics C11-1,2,3

INTRODUCTION TO APPLIED MATHEMATICS

Time: MTWF 1:00

Office Address: Lunt B2

Phone: 491-5575

Expected Enrollment: 15-20

COURSE DESCRIPTION: Numerical methods (C11-1); Linear Partial Differential Equations of Mathematics (C11-2); Complex Variable (C11-3).

PREREQUISITES: B21, C11-1 is a useful though not necessary prerequisite (consult instructor if C11-1 has not been taken).

P/N permitted.

TEACHING METHOD: Lectures MWF, problem session T.

EVALUATION: Two in-term test (35% total), final (35%), homework (10%) and 2 quizzes (10%) each.

TEXT: C11-1, R. L. Burden and J. D. Faires, Numerical Analysis, 4th ed., Prindle, Weler, Schmidt.

John Franks

Mathematics C13-0

CHAOTIC DYNAMICAL SYSTEMS

Time: 1:00 - 1:50

Office Address: Lunt 6

Phone: 491-3738

Expected Enrollment: 18

COURSE DESCRIPTION: An introduction to chaotic phenomena through iteration of functions in low dimensional deterministic discrete dynamical systems. Phenomena

considered include existence and bifurcation of periodic points, period-doubling, analysis through symbolic dynamics, sensitive dependence on initial conditions, attractors, and the Henon map.

PREREQUISITES: Math B17, B18 or B19

READING LIST: An Introduction to Chaotic Dynamical Systems by Robert Devaney, Addison-Wesley Publishing Co.

Robert Welland
Mathematics C17-1

EXPERIMENTAL MATHEMATICS

Time: T TH 7:00 - 9:00 pm

Office Address: Lunt 208

Phone: 491-5576

Expected Enrollment: 30

COURSE DESCRIPTION: Using examples taken from mathematics we will introduce elements of the C and C++ computing languages along with the Unix operating system. The course will prepare students to use high performance workstations to create numerical models of some nonlinear problems from mathematics; some of which have not been solved by classical symbol based-procedures. These models will be used in class and on a project to experimentally gain insight into and to graphically display solutions to some of these problems. During this class, we will develop the basic object oriented programming classes needed for scientific computing. These will include version in both C and C++ for: windows, graphics, complex numbers, vectors, matrices table functions and integrators.

PREREQUISITE: Calculus through B17, some familiarity with computers and knowledge of some elementary differential equations.

READING: Al Kelley and Ira Pohl, "C by Dissection".
Press et al, "Numerical Recipes".

TEACHING METHOD: Lectures, Discussions and Computer Lab Work.

METHOD OF EVALUATION: The grade will be based on weekly assignments and on a project.

Staff

Mathematics C26-1

GEOMETRY

Time: MWF 2:00 - 2:50

Expected Enrollment: 15

COURSE DESCRIPTION: The realization that the geometry described in Euclid's elements is not the only possible geometry and that there really are geometries in which Euclid's "paralleled postulate" is false was one of the revolutionary intellectual achievements of the nineteenth century. As well as ending two thousand years of futile attempts to prove Euclid's axiom, these new geometries turned out to be essential in a number of branches of mathematics. For example, Einstein's theory of relativity would have been almost unimaginable if non-Euclidean geometry had not been invented.

The course emphasizes the axiomatic method. It will begin with a critical review of Euclid's axioms and a study of the methods from logic that are used to prove theorems from axioms. We will consider proofs of several of the basic results in Euclidean geometry. Then attention will shift to the paralleled postulate. After a brief look at (unsuccessful) attempts to prove the postulate, we will learn about hyperbolic geometry in which the postulate is false. The course will end by studying several "models" of hyperbolic geometry that enable us to visualize this geometry and to realize that it is just as natural and reasonable as Euclid's geometry.

PREREQUISITE: The course is accessible to anyone interested in the ideas of geometry and who has a reasonable technical background (Math B14-3 or its equivalent is prerequisite) and is particularly suitable for future mathematics teacher.

TEXT: Euclidean and Non-Euclidean Geometries by Marvin Jay Greenberg, 2nd ed., W. H. Freeman.

Staff

Mathematics C28-1

INTRODUCTION TO TOPOLOGY

Expected Enrollment: 15

COURSE DESCRIPTION: This course provides an introduction to the language and techniques of topology, in the form in which they appear in almost every aspect of advanced mathematics. Topics to be covered include metric spaces, topological spaces, product spaces, compactness, connectedness, separation axioms. C28-1 is strongly recommended for any student planning graduate work in mathematics.

PREREQUISITE: C08 or C10-1 or consent of instructor.

TEACHING METHOD: Lectures with some discussions.

EVALUATION: Problem sets, midterm and final examination.

READINGS: Gemignani, "Elementary Topology".
Groom, "Principles of Topology".

Sijue Wu

Mathematics C30-1

PROBABILITY AND STATISTICS

Time: MTWF 12:00 - 12:50

Office Address: Lunt 207

Phone: 491-8544

Expected Enrollment: 60

COURSE DESCRIPTION: Discrete probability spaces, random variables, expected value, combinatorial problems, special distributions, independence, conditional probability, density functions, convolutions, law of large numbers, central limit theorem, random walk, stochastic processes, elementary decision theory, estimation testing hypotheses, Bayes procedures, linear models, non-parametric procedures.

PREREQUISITE: At least a year of Calculus

TEACHING METHODOLOGY: Lecture MWF, Quiz T.

Daniel Nanako
Mathematics C37-1
INTRODUCTION TO MODERN ALGEBRA
Time: MWF 10:00 - 10:50
Office Address: B5
Phone: 491-5487
Expected Enrollment: 33

COURSE DESCRIPTION: Elementary Group Theory. An introduction to rigorous mathematical proof.

PREREQUISITE: Mathematical maturity: ability to handle mathematical functions and ideas.

P/N is allowed.

TEACHING METHODOLOGY: Lecture MWF, Quiz TH.

Sandy Zabell
Mathematics C75-0
MATHEMATICAL LOGIC
Time: 11:00 - 11:50
Office Address: Lunt 204
Phone: 491-5564
Expected Enrollment: 20

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Last Updated: May 1993

Fall 1993 Course Descriptions

0439 Philosophy

Meredith Williams

Philosophy A10

INTRODUCTION TO PHILOSOPHY

Time: TTH 10:30-12

Office address: 1812 Hinman

Phone: 491-2555

Expected enrollment: 300

COURSE DESCRIPTION: This course will introduce the student to five philosophic movements in Western thought: Platonism, Rationalism, Empiricism, Logical Positivism, and Existentialism. We will concentrate on three central issues: the nature of reality, the limits to human knowledge, and the place of value in human life.

PREREQUISITE: None.

TEACHING METHOD: There will be two lectures and one section meeting per week.

EVALUATION: There will be a midterm and a final examination. All questions will be of the essay type.

READING LIST: Plato, The Republic
Descartes, Meditations on First Philosophy
Discourse on Method
Hume, Dialogues on Natural Religion
A.J. Ayer, Language, Truth and Logic
Sartre, Existentialism and Human Emotion

Arthur Fine

Philosophy A50

INTRODUCTORY LOGIC

MWF 11:00

Office Address: 1812 Hinman Ave, Room 202
Phone: 491-2559, 491-2559 (Messages)
Expected enrollment: 350

COURSE DESCRIPTION: This course studies systems of deductive logic in order to develop skills in reasoning and in the analysis of argument. The systems studied are natural deduction versions of sentential and monadic logic, using truth trees as the preferred method of testing for validity. The emphasis is on techniques for the construction and evaluation of complex chains of logical reasoning. The course uses these techniques to strengthen capacities for language and thought.

PREREQUISITES. None. P/N registration is permitted.

TEACHING METHOD: Three lectures per week, plus one discussion section.

EVALUATION: The grade for this course will be based 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.

David M. Levin
Philosophy B-09
INTRODUCTION TO EXISTENTIALISM
MWF 10:00
Fall Term, 1993
Office Address: 1818 Hinman Avenue
Phone: 491-3656
Expected enrollment: 100

COURSE DESCRIPTION: An examination of major themes, questions and problems distinctive of the Existentialist Movement. Topics include nihilism, relativism, authenticity, individuality, freedom, creativity, responsibility, the definition of human nature, rationality, the subjectivity of ethics and morality, existential obligation and commitment.

PREREQUISITES: None. P/N registration permitted but discouraged.

TEACHING METHOD: Three lectures per week, plus one section meeting each week after the first week. FIRST SECTION MEETING WILL TAKE PLACE IN SECOND WEEK OF CLASSES.

EVALUATION METHOD: There will be
[1] a take-home mid-term exam and
[2] a final exam, scheduled for the week of final exams.

TEXTS:

D. M. Levin, "Existentialism at the End of Modernity" (in photocopy)
Leo Tolstoy, "The Death of Ivan Ilyich" (photocopy)
Aaron Fricke, Reflections of a Rock Lobster
Søren Kierkegaard, Concluding Unscientific Postscript (Part II, chs. 1-3)
Franz Kafka, The Castle
Sartre, Nausea
Kierkegaard, Fear and Trembling (excluding the "Epilogue")
Kierkegaard, The Sickness unto Death (excluding the "Appendix")
Sartre, The Transcendence of the Ego
Friedrich Nietzsche, The Will to Power, Book I (photocopy)
Hermann Hesse, Steppenwolf
Nietzsche, The Genealogy of Morals (selections)
Nietzsche, Beyond Good and Evil (selections)

Books will be available at Great Expectations Bookstore, 911 Foster Street. The store opens at 11 a.m. and closes at 7 p.m. Texts will also be available in the Reserve Book Room of the University Library.

John McCumber
Philosophy B10-1
HISTORY OF PHILOSOPHY: ANCIENT
MWF 12:00
Office Address; 1812 Hinman, Rm. 104
Office Phone: 491-3656
Expected enrollment: 250

COURSE DESCRIPTION: The course will systematically examine the thought of Plato and Aristotle, the pre-eminent philosophers of ancient Greece; references will be made to

earlier and later developments. The central concern will be their views on the nature of the Good Life, but we will discuss epistemological issues (what is knowledge?) and metaphysical ones (what is ultimately real?) as well.

NO PREREQUISITES: P/N

TEACHING METHOD: For the most part, the course will have three lectures and one discussion section per week. However, the lecture will make every attempt to engage the class in an ongoing discussion of the material.

EVALUATION METHOD: Students will be evaluated on the basis of a mid-term and final. In each case, possible questions will be passed out in advance. Term-paper may be substituted for the final if permission is granted in advance.

READINGS: Plato, Collected Dialogues
Aristotle, Basic Works

David L. Hull

Philosophy B54

SCIENTIFIC METHOD IN THE NATURAL SCIENCES

TTH 10:30-12:00

Office address: 1818 Hinman Ave.

Phone: 491-3656

Expected enrollment: 50

COURSE DESCRIPTION: We will deal with two basic questions. The first is the nature of science and scientific method. For example, how do scientists choose between competing scientific theories? Hempel provides the traditional logical empiricists answer in terms of inference and data. Kuhn argues that the traditional view will not do and suggests an alternative that sounds both relativistic and sociological. Woolgar sets out the relativistic view of science in some detail. According to Woolgar, the empirical world in no way influences what scientists believe about the world. The second question concerns the nature of science studies. For example, how should we choose between the quite different views about science of Hempel, Kuhn, and Woolgar? Can the way that

science happens to be influence our beliefs about science?

PREREQUISITES: No prerequisites. P/N registration is permitted.

TEACHING METHOD: Two lectures per week plus one discussion group.

EVALUATION: Students' grades are based on two tests during the quarter and a final examination.

READINGS: Carl Hempel. Philosophy of Natural Science (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1966); Thomas Kuhn, The Structure of Scientific Revolutions (Chicago: University of Chicago Press, 1970); Steven Woolgar, Science: The Very Idea (London: Tavistock, 1988). All books are in paperback and available only at SBX.

JOHN DEIGH

Philosophy B61

CLASSICS OF ETHICAL AND POLITICAL THEORY

MWF 1:00

Office address: 1812 Hinman Ave.

Phone: 491-3656

COURSE DESCRIPTION: This course will be a study of the ethical theories of Hume, Kant and the English utilitarians, Bentham and J.S. Mill. Among the questions addressed in the course will be the place of reason in moral judgment, the relation of freedom to morality, and the ultimate criteria of right and wrong.

PREREQUISITES: none.

P/N registration not allowed

TEACHING METHOD: Lecture and discussion

EVALUATION: Midterm exam and final exam, optional short paper.

READINGS: David Hume, An Enquiry Concerning the

Principles of Morals, Immanuel Kant, Groundwork of the Metaphysics of Morals, Jeremy Bentham, Introduction to the Principles of Morals and Legislation, John Stuart Mill, Utilitarianism

Nancy Fraser
Philosophy B63
SOCIAL AND POLITICAL PHILOSOPHY
Time: 9-10:30 TTH
Office Address: 1818 Hinman Ave.
Phone: 491-3656
Expected Enrollment: 125

COURSE DESCRIPTION: An examination of classic themes and problems in the tradition of Western political theory, we will examine conceptions of justice, equality and democracy in such diverse currents of thought as liberalism, socialism, and feminism.

Reading will include classic texts and challenges to the classics from the perspectives of women, people of color, and others excluded from the main stream.

TEACHING METHOD: Two lectures plus one discussion section meeting weekly.

EVALUATION: Short essays and examinations.

READINGS: TBA

Samuel Todes
Philosophy C10
KANT'S CRITIQUE OF PURE REASON
MW 4-5:30
Office Address: 1818 Hinman Ave.
Office Phone: 491-3656
Expected Enrollment: 40

COURSE DESCRIPTION: A detailed critical reading of Kant's Critique of Pure Reason. The work will be set in the historical context of the philosophical tradition at Kant's time. We will bring out the problems of the day, Kant's preferred solutions, and

the unresolved tensions which dogged these solutions and remain with us to this day. We will study all sections of the work as interdependent parts of a unitary whole.

PREREQUISITES: Three philosophy courses, preferably including B10-3.

TEACHING METHOD: Lecture and discussion

EVALUATION: Grade will be based on a final exam, and on a term paper which will be optional for undergraduates and required for graduates.

READING LIST:

Norman Kemp Smith trans., Kant's Critique of Pure Reason, Macmillan

John McCumber

Philosophy C-53

PHILOSOPHY OF LANGUAGE

TTH 2:30-4

Office Address: 1812 Hinman Ave.

Phone: 491-3656

COURSE DESCRIPTION: This course will examine the largely unexplored "Continental" tradition in the philosophy of language, which began about 1760 and continues today.

TEACHING METHOD: Lecture and discussion

EVALUATION METHOD: one short midterm paper, topic to be assigned; final paper.

READINGS:

Selections from Hamann, Herder, Schleiermacher, von Humboldt, Nietzsche, Husserl, Heidegger, Habermas, Foucault, and Derrida. Most will be available in a course pack.

Mark Sheldon

Philosophy C94

SENIOR LINKAGE SEMINAR IN MEDICAL ETHICS

Time: W 7:30-10:15 p.m.

Office Address: 1818 Hinman Ave.

Phone: 531-3433 or 3860

Home: 328-2739

Expected Enrollment: 15

COURSE DESCRIPTION: An exploration of the involvement of philosophy with medicine, both in terms of the contribution that philosophy as a discipline has made to a consideration of issues and dilemmas that arise in the area of medical practice and clinical judgment, and in terms of issues that arise in the larger context of professional practice and institutional requirements. The objective of the course is to develop insight into the conceptually and technologically complex environment in which contemporary medicine is practiced, and to develop an appreciation for the importance of making conceptually literate decisions within such an environment.

PREREQUISITES: Open to CAS seniors only, with permission of the department.

TEACHING METHOD: Discussion.

EVALUATION: The student's grade will be based on class participation and a term paper, the topic for which will be chosen by the student but approved by the instructor

READING LIST: Presently under consideration, though readings will consist primarily of articles from professional journals.

Arthur Fine

Philosophy D10

SEMINAR IN PHILOSOPHY. TOPIC: REALISM & ANTIREALISM

Office Address: 1812 Hinman Ave, Room 202

Phone 491-2559 (491-3656 messages)

Expected Enrollment: 10

COURSE DESCRIPTION. Seminar on the realism/antirealism

debate: how to understand it and how to get beyond it. We'll look at some realist programs (e.g.; Boyd, McMullin, Miller, early Putnam), some recent antirealisms (e.g.; van Fraassen, late Putnam, early Rorty, social constructivist writings -- Bloor, Woolgar, Latour etc.), and beyond (e.g., Fine and late Rorty). I'm especially interested in the recent literature, including the development of "piecemeal" realisms (e.g., Hacking, Cartwright, and Miller).

PREREQUISITES. Intended for graduate students in Philosophy; open to others with permission of the instructor.

TEACHING METHOD. I want this to be a proper seminar and not a small-group lecture course, so I'll expect active student participation and will require weekly presentations.

EVALUATION. In addition to class participation and written reports of presentations, there will be a final term paper.

READINGS. Texts and articles TBA.

John McCumber
Philosophy D-22
HEGEL'S PHENOMENOLOGY OF SPIRIT
Time: M 7-9:30
Office address: 1812 Hinman Ave.
Phone: 491-3656
Expected enrollment: 15

COURSE DESCRIPTION; A close reading of portions of the text. Each student will undertake to help guide at least one seminar session by providing a set of leading questions.

EVALUATION: paper

READING: Hegel, Phenomenology of Spirit (Miller translation).

Samuel Todes
Philosophy D-23
HEIDEGGER'S BEING AND TIME
T 4-6

Office address: 1818 Hinman Ave.

Phone: 491-3656

Expected enrollment: 15

COURSE DESCRIPTION: A detailed study of the text as a unitary whole and in a critical light.

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Last Updated: May 1993

Fall 1993 Course Descriptions

0447 Physics

Physics A25-1
General Physics (ISP only)

Instructor: Staff

Course description (A25-1,2,3): This is a basic physics course which uses calculus extensively. The course content is similar to that of A35-1,2,3 but is more advanced and is intended for Integrated Science Program students. A concurrent advanced calculus course is offered by the Mathematics Department.

Prerequisites: Admission to ISP or permission of the instructor.

Teaching method: Three lectures and one quiz section per week. Laboratory in alternate weeks.

Evaluation: Grades will be based on laboratory work (one-sixth) plus two midterm examinations, weekly quizzes, and a final examination.

Text: Douglas Giancoli, Physics, 2nd Edition

Physics A35-1
General Physics: Mechanics
Lecturers: Staff

Physics A35-2
General Physics: Electricity and Magnetism
Lecturers: Staff

PHYSICS A35-3
General Physics: Wave Phenomena, Quantum Physics
Lecturers: Not offered in Fall quarter

Course description (A35-1,2,3): This is a three-quarter sequence in general, calculus-level classical physics with an introduction to modern physics in the third quarter. It is intended for science and engineering majors and premedical students.

First Quarter: Particle kinematics, Newtonian dynamics, work and energy, collisions and momentum, torque and angular momentum, rigid-body statics and dynamics, harmonic oscillations, gravitation.

Second Quarter: Electrostatics, magnetostatics, DC and AC circuits, time-varying fields, Maxwell's equations.

Third Quarter: Mechanical waves, sound waves, electromagnetic waves, geometric optics, interference and diffraction, the quantum nature of particles and light, atomic and nuclear phenomena.

Prerequisites: Mathematics B14-1,2 and concurrent registration in B14-3 for A35-1. A35-1,2,3 are sequential prerequisites.

Teaching method: Three lectures with demonstrations and one discussion/quiz section per week. Laboratory meets every week.

Evaluation: The final examination counts one-third of the course grade. Each of the following count one-sixth: each of two midterm exams, the laboratory work, and grades on ten-minute quizzes given each week in the discussion/quiz sessions.

Text: Tipler, Physics

Physics C32-0
Statistical Mechanics

Instructor: Staff

Course Description: This course covers the theory of the ideal gas, the Boltzmann distribution, transport phenomena of classical systems, and Bose-Einstein and Fermi-Dirac statistics, with applications and fluctuation theory.

Prerequisites: Physics C30-1,2 and C31; Math B15, B17, and

B21

Teaching methodology: There will be four class meetings per week.

Method of evaluation: Homework, and one or more midterm and final examinations.

Physics C36-1

Introduction to Quantum Mechanics

Instructor: Staff

Course Description: This is the first 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 Schrodinger 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.

Physics C37-0

Solid-State Physics

Instructor: Staff

Course description: The basic tools of quantum mechanics are applied to solids. Topics: crystal structure, lattice vibrations, phonons, free-electron model, band theory of conduction in metals, semiconductors, superconductivity, liquid helium.

Prerequisites: Physics C36-1 or equivalent.

Teaching methodology: There will be four class meetings per week.

Method of evaluation: Homework, and one or more midterm and final examinations.

Physics C39-3
Nuclear Physics (ISP only)

Instructor: Staff

Course Description: Topics covered may include nuclei and their constituents, nuclear models, alpha and beta decay, nuclear reactions, nuclear fission and fusion, the strong, electromagnetic and weak interactions, and the fundamental particles and particle schemes.

Prerequisites: Introductory physics with calculus, such as A25-1,2,3 or A90-1,2,3. Mathematical presentation assumes familiarity with partial differential equations and functions of a complex variable (taken concurrently by ISP students). Non-ISP students should consult with ISP program director.

Teaching methodology: There will be four class meetings per week.

Method of evaluation: Homework, one or more midterm and final examinations.

Physics C59-1
Modern Physics Laboratory

Instructor: Staff

Course description (C59-1,2,3):

First Quarter: Introduction to modern electronics, construction of elementary analog and digital circuits.

Second Quarter: Introduction to microprocessors, hardware construction, interfacing to external devices, programming Basic, Fortran, or Pascal.

Third Quarter: Classic experiments in atomic, nuclear, and solid-state physics using modern electronics and

microcomputers. Emphasizes independent work.

Prerequisites: Physics C33-1,2 or permission of instructor.

Teaching method: Weekly lectures and labs.

Evaluation: Laboratory reports and examinations.

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Last Updated: May 7, 1993

Fall 1993 Course Descriptions

0449 Political Science

Julia Fiske

A01 Poverty, Politics, and Law

Political Science

Fall Quarter 1993

COURSE DESCRIPTION: The New York Times carried an article that read, "a decade after homeless and destitute people began flooding city streets, leaders say they fear that Americans are beginning to turn away from outstretched hands, numbed by the severity of the problem and confused about how to respond (1/20/92)." This course examines the issue of poverty in the United States, and the solution offered by the political and legal arenas. Scholars agree that wealth discrimination has a broad impact on the nation's values, but lack consensus on remedies available. Students will be asked to examine several remedies/strategies in a series of papers and then offer recommendations of their own.

EVALUATION: The grade for this course will be based on four papers (5 pages or so in length) and one rewrite. Students will be allowed to take their lowest grade paper and submit it for credit.

READINGS: Smith, Courts and the Poor
Piven & Cloward, Poor People's Movement
Packet of selected
readings

Professor Mark Koenig

A01 The Politics of Glasnost: The Fall of Censorship in the Eastern Bloc

Political Science

Fall Quarter 1993

COURSE DESCRIPTION: In this course, students will research and discuss the rise and fall of political censorship in the

USSR and Eastern Europe. The seminar first analyzes the basic characteristics of a special type of modern authoritarian regime that we might call "the Propaganda State". In what ways did the East Bloc states attempt to politically educate their citizenry, and to what extent did these regimes succeed in creating "New Socialist Men"? What social forces hindered the effective functioning of the Propaganda State, and why did these systems ultimately fail? And how does a society recover truthful political discourse after decades of lying? These questions suggest the main issues of this seminar.

TEACHING METHOD: Discussion, short presentations of students papers, and minimal lecturing by professor.

EVALUATION: Short written critiques of the assigned readings, plus a longer research paper about political communication in any (post) Communist regime of interest to the student. Participation in seminar discussions is important, including short oral progress reports about the students' research findings. No midterm or final.

Professor Benjamin Page
Political Science Department
B20 AMERICAN GOVERNMENT AND POLITICS
Fall Quarter 1993

COURSE DESCRIPTION: This course deals with the institutions and processes of American politics, including the roles of public opinion, interest groups, political parties, Congress, the Presidency, the bureaucracy, and the judicial branch. Particular attention will be paid to elections and to questions about democratic control of government by the public as opposed to the influence of organized interests.

PREREQUISITES: None

TEACHING METHOD: Lectures

Walter Vanderbush
B50 INTRODUCTION TO COMPARATIVE POLITICS
Political Science Department
Fall Quarter 1993

COURSE DESCRIPTION: This course will provide an introduction to some of the most important issues in the field of comparative politics. Our discussion will be organized around the question of how political power is distributed and exercised over time and in different contexts. We will look at topics ranging from peasant politics at the grassroots to the influence of international factors on domestic politics. Subjects receiving particular attention will include political change (revolution and reform), institutions (bureaucracy and parties), ideology (Marxism and liberal democracy), and political practice (democracy and authoritarianism). The discussion of these topics will be related whenever possible to the contemporary politics of both industrialized and developing nations.

EVALUATION: Midterm and Final

READING LIST: TBA

Professor Edward Sidlow
Political Science Department
C20 THE PRESIDENCY
Fall Quarter 1993

COURSE DESCRIPTION: The objective of this course is to examine the American presidency. Specifically, we will consider the presidential selection process, the nature of the environment in which the president must operate, and presidential leadership and policy making. This examination should allow us to speak to the following questions: How good a job do we do in selecting our presidents? What kinds of leadership can we expect a president to exhibit? Why have we seen different forms of leadership?

PREREQUISITES: Political Science B20 would be helpful

EVALUATION: Midterm exam and final exam.

READINGS: TBA

Professor Dennis Chong
Political Science Department

C23 PUBLIC OPINION AND VOTING BEHAVIOR
Fall Quarter 1993

COURSE DESCRIPTION: What is the state of public opinion in this country? Who votes and for whom? Social, psychological, economic, and political factors affecting attitudes and elections choices. Focus on American politics, but some comparative material.

TEACHING METHOD: Lecture

EVALUATION: Midterm and final

READING LIST: TBA

Professor Herbert Jacob
C30 POLITICS OF LOCAL JUSTICE
Political Science
Fall Quarter 1993

COURSE DESCRIPTION: This course will examine how the law and trial courts handle three common social problems: crime, toxic torts, and divorce. Each involved fundamental issues of social control as well as the distribution of valued benefits to individuals and the society as a whole. Each is delivered by local trial courts and have, to a varying degree, local policy implications. All three also involve important questions of competence for trial courts because the courts often lack the resources to deal with a high volume of such cases and do not possess the expertise required for deciding them.

TEACHING METHOD: Classes will be conducted by a combination of lecture and discussion.

EVALUATION: Term paper, mid-quarter examination and a final exam.

The assignments will be weighted as follows: midquarter- 15% term paper-35% final examination 35% and class participation 15%.

Professor Jerry Goldman
C33 CONSTITUTIONAL LAW II Civil and Political Rights

Political Science
Fall Quarter 1993

COURSE DESCRIPTION: The U.S. Constitution guarantees Americans a large constellation of liberties and rights. I shall explore a portion of this constellation in C33. When I refer to the rights and liberties of the Constitution, I shall mean the protections enshrined in the Bill of Rights and in the first section of the Fourteenth Amendment. (The unamended Constitution also contains important guarantees to the individual-- e.g., the bar against ex post facto laws-- but I shall direct attention to the amendments in this course.) The list includes: freedom of speech and the press, religious freedom, the right to peaceable assembly and petition, the rights of the criminally accused, the requirement of due process, and the equal protection of the laws.

PREREQUISITES: B20 or B30. No P/N. Attendance at first class is required.

TEACHING METHOD: I aim to make you think critically about the Supreme Court and the decisions it renders. Critical thinking is much more than memorization and recall; it calls for you to understand and formulate arguments aimed at the interpretation of some part of the Constitution. It demands interaction and the clash of ideas. Facts and background are only the prerequisites. I provide the challenge and together we search for the strongest answers.

You will sharpen your critical thinking by responding to questions based on the assigned cases and materials. This teaching approach is a departure from the norm. In order for it to succeed, you must read the assignments faithfully and attend classes regularly. Classes will begin promptly and continue without a break until the conclusion. To assist you in this process of understanding, I shall employ a novel software program entitled "The Hitchhiker's Guide to the U. S. Supreme Court." Your reactions to this software will assist me in the future versions of "The Guide."

METHOD OF EVALUATION: There will be two exams and an optional paper. If you do not write the paper, then the mid-term is worth 40% and the final is worth 50% of your grade. If you write the paper, then the mid-term is worth 30%, the paper is

worth 20% and the final is worth 40% of your grade. In either case, the remaining 10% will be based on class participation. I grade exams without regard to student identity. Frequent absenteeism and lack of preparation will be counted against your grade.

Professor William Monroe
C51 PEASANT POLITICS
Political Science Department
Fall Quarter 1993

COURSE DESCRIPTION: All twentieth century revolutions have been made by peasants. Yet peasants are almost never the beneficiaries of revolutionary action. Why, then, do peasants get involved in collective political action? When do they do so? Why do they so seldom win? This course examines these questions. Most broadly, we set out to understand the position of peasantries in modern world history, given that they comprise the bulk of the world's population.

To analyze peasant political action we will discuss the following topics: the role of modern peasantries in the world economy; theories of peasant economy, peasant culture and agrarian change; modes of peasant resistance, and peasant revolutionary action.

EVALUATION: Grades will be based on class participation, an in-class mid-term examination, and a final research paper.

Lt. Governor Robert Kustra
Political Science Department
C94 THE STATES IN CRISIS
Fall Quarter 1993

COURSE DESCRIPTION: State governments are in crisis! They are caught in the classic squeeze play - positioned between the Federal government which has mandated increased levels of social services and their own revenue structures which are unable to raise the funds to support new and expanded programs. Education and health care interests are sparring over how these scarce state revenues will be allocated. This course will analyze the conditions which seem to be

driving state budgets in the red. Special attention will be given to demographic trends, state and local revenue systems, federal mandates driving up health care costs, and judicial decisions increasing the cost of state government. The course will also examine the various roadblocks which stand in the way of more effective budgetary solutions to the crisis in social services and education funding.

COURSE REQUIREMENTS: There will be a final exam covering the assigned reading and class discussions. A written assignment will also be required. It will allow each student to expand on one of the factors responsible for the fiscal drain on the state government.

READINGS: TBA

James Monroe Smith
Political Science Department
C94 HIV AIDS AND POLITICAL ISSUES
Fall Quarter 1993

COURSE DESCRIPTION: This course examines the political underpinnings of the HIV/AIDS crisis. Topics to be covered include: sociological/psychological barriers which influence the ability to confront HIV/AIDS (e.g., homophobia, racism and violence against people with HIV/AIDS, denial of death); institutional barriers that block the fight against HIV/AIDS (e.g., religious, corporate, and government barriers) and the role of groups, such as ACT-UP, which confront such institutions; and relevant miscellaneous issues.

TEACHING METHOD: Discussion and lecture

Erhard Blankenburg
Political Science
C95 COMPARATIVE LEGAL CULTURES
Fall Quarter 1993
TH 2:00-5:00

COURSE DESCRIPTION: Comparative law scholars traditionally treat the law in the books. Comparing legal cultures includes law in action. It relates data on legal

consciousness, legal behavior and legal institutions. It answers questions like: why are there so many lawyers in the United States compared to Japan or some of the European countries? How do European countries manage to handle their highly regulated welfare state systems with more discretion than US bureaucracy? How do the Dutch and the Japanese handle conflicts with only a fraction of the litigation which Americans got used to? How much came true of the marxist utopia that in communist countries 'law' would vanish just as would social antagonisms?

This course will use literature on European, Japanese and socialist legal cultures in comparison to empirical studies in the United States. Students will be expected to deliver a 15-20 page paper.

Professor Meredith Woo-Cumings
Political Science Department
C95 East Asian Political Economy
Fall Quarter 1993

COURSE DESCRIPTION: This course examines the politics of industrialization in East and Southeast Asia. The political economy paradigm that we employ to evaluate the experience of these countries is that of the "developmental state." We will read about how the states in East Asia intervene in the economy to bring about rapid industrialization, and to restructure social relationships. We will also discuss the question of productivity and industrial competitiveness between the U.S. and the East Asian countries.

Walt Vanderbush
Political Science Department
C95 CONTEMPORARY CARIBBEAN POLITICS
Fall Quarter 1993

COURSE DESCRIPTION: Our study of contemporary Caribbean politics in this seminar will begin by surveying some general of the region's history, including the colonial experience, the impact of race, the role of external influences, and alternative development strategies that have been pursued. We will then turn specifically to an analysis of the current political situations in four Caribbean nations: Cuba,

Jamaica, Puerto Rico, and Haiti. Throughout the course, there will be particular attention paid to the relationship that the United States has had with the region. The US policies toward Cuba and Haiti, for example, will be the subject of some debate.

Mark Iris

C95 Crime and Accountability: The Police in Urban America
Political Science
Fall Quarter 1993

COURSE DESCRIPTION: This course will examine the role of the police in major American cities. Topics to be discussed include the role of the police in a democratic society, the police and the criminal justice system, community-oriented policing, fiscal scarcity, and others. Current topics in police management, including political influence, corruption and brutality, will also be covered.

EVALUATION: Students will be graded on the basis of three written assignments, one of which will be a take-home final exam.

Professor Mark Koenig

C95 POST-COMMUNIST NATIONALISMS: ETHNOPOLITICS IN EUROPE & EURASIA
Political Science
Fall Quarter 1993

COURSE DESCRIPTION: This course begins with a brief review of social science theories about nationalism and ethnicity, including the nature and origins of ethnic self-awareness, the rise of national independence movements, as well as ethnopoltics in multi-ethniv states. The class then traces the evolution of ehnic-national processes in the former USSR, the former Yugoslavia, and the successor states to these now defunct communist regimes. To what extent has nationalism replaced communism as a guiding ideology in this region? What are the causes of ethnic conflict, and how can political leaders avoid or diminish the danger of ethnonational violence? Students will initially discuss these questions from a general perspective; and then, in the final weeks of the semester, prepare oral and writenen case studies about

countries selected by each student.

Students may examine developments in post-Soviet Central Asia, fissiparous tendencies in the Russian Federation, the tragedies of Croatia and Bosnia, or (ranging beyond Soviet-Yugoslav cases) the breakup of Czechoslovakia or the status of Hungarian minorities outside Hungary. The choice of potential ethnic conflicts in the region proves, alas, to be exceedingly rich.

TEACHING METHOD: Lectures and student discussions.

EVALUATION: Class participation, plus an oral report and a 15-20 page research paper examining nationalities issues in a post-Communist state of the student's choice.

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Last Updated: May 5, 1993

Fall 1993 Course Descriptions

0451 Psychology

Winfred F. Hill

Psychology, A10

INTRODUCTION TO PSYCHOLOGY

Time: MWF 10:00

Office Address: 203 Swift Hall

Phone: 491-7730

Expected Enrollment: 275

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 prerequisite for all other courses in psychology. (Students who would prefer a more specialized introductory course emphasizing the biologically oriented aspects of psychology are advised to take Psychology A-12 instead of this course.) Among the topics covered are human development, learning and memory, perception, motivation, intelligence, personality, and social behavior. Practical applications are considered but not heavily stressed.

There is no prerequisite. Although P/N is allowed, any student who is considering the possibility of a Psychology major would be wise to take the course for a regular grade.

TEACHING METHOD: There will be three regular class periods and one discussion section each week. The regular sessions will be primarily lectures, but supplemented with movies and other audio-visual presentations. The sections will provide opportunity for questions and discussion. In addition, students will participate in ongoing research in different areas of psychology.

METHOD OF EVALUATION: Grades will depend primarily on three multiple-choice tests during the quarter, with a make-up at final-exam time. These tests will cover both class presentations and readings, including some material from each that was not considered in the other. Performance in

sections may also have some influence on the grade.

READINGS: A textbook to be announced.

Peter W. Frey
Psychology, B01
STATISTICAL METHODS IN PSYCHOLOGY
Time: MWF 9:00-10:00
Office Address: 204 Swift Hall
Phone: 491-7405
Expected Enrollment: 50

COURSE DESCRIPTION: The objective of this course is to provide an introduction to descriptive and inferential statistics for students in the behavioral sciences. Class activities will focus on exploratory data analysis techniques which are especially appropriate for psychology students. Topics covered include methods in visualizing and summarizing data distributions, simple ideas about random variables and probability distributions, and common methods for estimating population parameters from sample statistics. The course stresses understanding of concepts and methods which are relevant to behavioral research.

TEACHING METHOD: Lectures and demonstrations. Students will have weekly assignments solving practical problems.

METHOD OF EVALUATION: Grades will be based on weekly assignments, a midterm exam, and a final exam.

READINGS: Runyon & Haber (1991). Fundamentals of Behavioral Statistics. New York: McGraw Hill.

Joan Linsenmeier
Psychology, B04
SOCIAL PSYCHOLOGY
Time: TTh 10:30-12:00
Office Address: 102 Swift
Phone: 491-7834
Expected Enrollment: 100

COURSE DESCRIPTION: This course will provide an overview of

the field of social psychology. We will look at ways in which psychologists have studied social behavior, at the basic findings of their research, and at how an understanding of social psychological theories and research can lead to better understanding of the social world. Topics covered will include: social perception, social influence, altruism, aggression, interpersonal attraction, and group processes.

Prerequisites: Psychology A10 or A12.

TEACHING METHOD: Lectures, class discussions, and reading assignments.

METHOD OF EVALUATION: Course grades will be based on performance on three exams and three papers. A variety of options for papers will be provided.

READINGS: TBA

Gail McKoon

Psychology, B05

GENERAL EXPERIMENTAL PSYCHOLOGY

Time: TTh 1-2:30

Office Address: 113 Swift Annex

Phone: 491-7701

Expected Enrollment: 20

COURSE DESCRIPTION: An introduction to the principles and methodological techniques of behavioral research. The course will review introductory statistics and cover topics such as (1) exploratory data analysis, (2) sampling techniques, (3) experimental design, (4) APA writing style for research reports, and (5) case studies in design. Two experimental projects are designed to illustrate and supplement the lectures. Each project will be written up by the student as a research report, following APA format.

Prerequisite: Psychology B01 or equivalent preparation.

TEACHING METHOD: Lectures and discussion.

METHODS OF EVALUATION: The student's grade for this course will be based upon a midterm exam, a final exam, and two laboratory reports.

READING: TBA

Jeremiah Faries

Psychology, C11

HUMAN LEARNING AND MEMORY

Time: TTh 1:00-2:30

Office: 217 Swift Hall

Phone: 491-7347 or 467-1271

Expected Enrollment: 20

COURSE DESCRIPTION: A laboratory course in which experiments on human learning and memory are planned, carried out, and reported. Various methodological issues and approaches are considered in detail

Prerequisite: Psychology B05 (General Experimental)

TEACHING METHOD: Lectures, demonstrations, discussions, research activities, and report writing.

READINGS: To be announced.

J. Peter Rosenfeld

Psychology, C12-1

NEUROBIOLOGY AND BEHAVIOR I

Time: TTh 1:00-2:30

Office Address: 305 Cresap Lab

Phone: 491-3629

Expected Enrollment: 50

COURSE DESCRIPTION: Introductory neurophysiology, neuroanatomy, and neuropharmacology; selected examples of brain substrates of behavior which are continued in C12-2.

Prerequisite: Psychology A10 or equivalent, high school chemistry and biology. Physics (high school) and introductory statistics are strongly recommended.

TEACHING METHODOLOGY: There are two (1 hour, 40 minute) lectures and one discussion session per week. There are reading assignments in a textbook as well as in selected papers from the primary literature in neurobiology. Lectures and readings are sometimes designed to overlap (e.g., when the material is especially difficult or controversial), but often these two sources of information are independent.

METHOD OF EVALUATION: Exams will cover lecture and reading material in approximately equal amounts. A midterm and non-cumulative final exam will each determine 50% of the final grade. Absence from a major exam will result in a score of zero for that exam unless a written medical explanation is presented.

READINGS: A text plus other readings in reserve.

Douglas Medin

Psychology, C28

COGNITIVE PSYCHOLOGY

Time: MWF 3:00

Office Address: 222 Swift Hall

Phone: 467-1660

Expected Enrollment: 50

COURSE DESCRIPTION: The course will cover basic cognitive processes including perception, learning, memory, language, thinking and problem solving.

Prerequisites: A10 (Introduction to Psychology) required, B05 (General Experimental) recommended

TEACHING METHOD: The course will be lecture format with some class time spent on demonstrations and discussion.

METHOD OF EVALUATION: There will be three or four exams which will cover the readings, lectures, demonstrations and discussion.

READINGS: Douglas L. Medin and Brian H. Ross. Cognitive Psychology. Harcourt, Brace, Jovanovich, 1992.

Aryeh Routtenberg
Psychology, C95
NEUROSCIENCE RESEARCH SEMINAR
Time: TBA
Office Address: 313 Cresap Laboratory
Phone: 491-3628
Expected Enrollment: 5-10

COURSE DESCRIPTION: Advanced discussion of brain research in relation to behavior. We shall deal with behavioral processes, including memory, perception and motivation. Emphasis will be placed on
(1) strategies for the scientific study of the mind and
(2) brain mechanisms which control behavior. The course will be oriented toward biological (anatomical and chemical) models.

Prerequisite: Permission of instructor.

TEACHING METHOD: Three lectures and one demonstration or test each week. Four tests will be given during the quarter. Class discussion is strongly encouraged.

METHOD OF EVALUATION: Tests and classroom participation will determine grade.

READINGS: Original research literature to be assigned.

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Last Updated: May 1993

Fall 1993 Course Descriptions

0455 French

French A05-0

FRESHMAN SEMINAR:

THE SELF, THE WORLD, AND THE BEYOND

Time: 1:00 MWF

Prof. Gerald Mead

Office Address: 146 C Kresge

Phone: 491-7567, 491-8262

DESCRIPTION: An examination of three major preoccupations of nineteenth-century French culture and their representation in literature and, to a lesser degree, painting. The question of the individual, the confrontation with forces and challenges of the real world, and the effort to escape to a world beyond everyday reality were dominant issues for many French writers and artists of the nineteenth century. The course will provide some of the social and historic context for these topics, but the primary aim will be to reach an understanding of texts and paintings through discussion and analysis.

TEACHING METHOD: Discussion, student presentations, some short lectures

EVALUATION: 3-4 papers and class participation

READING LIST (probable):

Chateaubriand, Rene, Atala; Balzac, Old Goriot; Maupassant, Selected Short Stories; Baudelaire, Paris Spleen; Huysmans, Against the Grain; Course packet

French A11-1

ELEMENTARY FRENCH

Time: 9:00, 10:00, 11:00, and 1:00 MTWTHF

Coordinator: Claude Tournier

Office Address: Kresge 139

Phone: 491-2654

DESCRIPTION: All-1 is the first 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 All-1 is open only to students with less than two years of high school French. Another course (A15-1, 2 in Fall and Winter) is available for students with two years or more of high school French. Questions should be directed to the coordinator, Prof. Tournier.

TEACHING METHOD: Classes will include a variety of activities designed to help students acquire a knowledge of the basic French vocabulary and structures along with the ability to use what they have learned in situations of communication. Classes will be conducted in French except when explanation of grammar or other material may necessitate the use of English. Students are expected to prepare outside of class, to participate actively in class activities, and to work independently with laboratory materials.

EVALUATION: Final grades are based on class performance and attendance, homework and compositions, quizzes, 2 unit tests, and a final oral exam.

TEXTS:

Voila, 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. Course packet (to be purchased from your instructor).

French A15-1

ACCELERATED ELEMENTARY FRENCH

Time: 9:00, 10:00, 11:00, 12:00, 1:00, and 2:00 MTWTh

Coordinator: Claude Tournier

Office Address: Kresge 139

Phone: 491-2654

DESCRIPTION: A15-1 is the first 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: One year of good high school French or two years (or more) of average to mediocre high school French

TEACHING METHOD: Classes meet four times a week (MTWTh) and will include a variety of activities designed to help students develop their knowledge of the basic French vocabulary and structures along with the ability to use what they have learned in situations of communication. Classes will be conducted in French except when explanation of grammar or other material may necessitate the use of English. Students are expected to prepare outside of class as well as to work independently with laboratory materials.

EVALUATION: Final grades are based on class performance and attendance, homework and compositions, quizzes, two unit tests, and a final oral exam.

TEXTS:

- Heilenman, Kaplan and Tournier, Voila, 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).
- Course packet (to be purchased from instructor)

French A21-1

SECOND YEAR FRENCH

Time: MTWTH, 9, 10, 11, 12, 1, 2

Coordinator: Janine Spencer

Office Address: Kresge 145C

Phone: 491-8259

DESCRIPTION: French A21-1 is the first quarter of a three-quarter sequence that will review and build on your present knowledge of French. It will incorporate a grammar review and a variety of activities designed to increase your fluency in speaking, understanding, reading, and writing as well as

develop your awareness of cultural differences between French-speaking communities and your own. Classes meet four times a week. The P/N option is not allowed when taking this course towards satisfying the CAS foreign language proficiency requirement.

PREREQUISITE: French A11-3 or French A15-2 or placement by department. Incoming freshmen who had four years of French in High School or three excellent years including senior year may place themselves in this course.

N.B. French A21-1(offered Fall quarter only) is a prerequisite for French A21-2, and French A21-2 is a prerequisite for French A21-3.

EVALUATION: Class Participation, Quizzes, and two unit tests.

TEXTS: Bragger et al, Allons Voir, Heinle and Heinle,1992; Cahiers d'exercices for Allons Voir

French A23-0

SECOND-YEAR FRENCH: INDIVIDUALIZED INSTRUCTION

Time: M-W: 11, 1, 2, or T-Th: 10, 11, 1, 2

Coordinator: Janine Spencer

Office Address: Kresge 145C

Phone: 491-8259

Tutors: 145B 491-8273

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.

TEXTS:

Study Packet (one per quarter)

TBA

French A27-1

SECOND YEAR FRENCH FOR READING

Time: 9:00 MWF

Instructor: Anne Landau

Office address: Kresge 143

Phone: 491-8269

DESCRIPTION: This course is the first quarter in a three quarter sequence, designed for those students who wish to attain proficiency in reading French. Reading material will include poetry, prose, magazine articles, expository texts, etc. Students are expected to attend class regularly, participate actively, prepare all reading assignments, and

hand in any written assignments. Classroom discussions and papers will be in English. French A27 cannot be used as a prerequisite for B-level courses taught in French.

Prerequisite: Placement by department

NOTE: The P/N option is not available to students who are taking this course to fulfill the CAS language requirement.

TEXT: TBA

French B01-1

INTRODUCTION TO FRENCH STUDIES

Time: 10:00, 11:00, 12:00, 1:00 and 2:00 MWF

Coordinators: Janine Spencer and Claude Tournier

Office: Kresge 145C/ Kresge 139

Phone: 491-8259/491-2654

DESCRIPTION: French B01-1 is the first quarter of a third-year course designed primarily for students who have completed a second-year French course at Northwestern, and for incoming students placed in B01 by the placement/proficiency exam. Although the format may vary from instructor to instructor, the goal of all sections is two-fold: first, to build progressively towards fluency and accuracy in speaking, comprehension, reading and writing French through practical exercises, activities and discussions. Secondly, B01 will introduce students to a sampling of social and cultural topics central to an understanding of France and French-speaking peoples. Classes meet three times a week and are conducted in French. Students are expected to attend class regularly and prepare outside of class. After completing B01-1 and 2, students can enroll in French B02 or may take a third quarter of B01 if they do not feel ready to tackle more advanced courses.

EVALUATION: Class participation, regular oral and written assignments, quizzes, two midterms.

PRE-REQUISITES: French A21-3 or A23-0 (3rd quarter), placement assignment or permission of coordinator.

TEXTS:

-Ianziti, McCarthy and Spencer, Et A votre avis...? Holt, Rinehart and Winston, 1991

-Aucha Benaussa, Nee en France , Payot, 1992

Suggested reference texts (for all B-level courses):

-Le micro Robert de poche (Midwest European Bookstore)

-Carlut & Meiden, French for Oral and Written Review, Holt 1993

French B02-0

WRITING WORKSHOP

Time: 10:00 and 12:00 MWF

Coordinator: Janine Spencer

Office Address: Kresge 145C

Phone: 491-8259

DESCRIPTION: This course is designed to develop and improve your writing skills through a variety of classroom activities. Selected grammar points will be discussed in class. Homework will include short compositions and the preparation of grammar exercises.

PREREQUISITES: B01-2 or placement by the department.

TEACHING METHOD: A creative writing workshop, with written and oral activities organized around communicative strategies. Students will be expected to prepare at home for each class session.

EVALUATION: The final grade will be based on class participation, homework, quizzes and 2 exams.

TEXT: Carlut & Meiden, French for Oral and Written Review, Holt, 1993; Micro-Robert de Poche (Midwest European Bookstore); Course packet

French B03-0

INTERMEDIATE CONVERSATION

Time: 10:00 and 11:00 MWF

Coordinator: Claude Tournier

Office (coordinator): Kresge 139

Phone (coordinator): 491-2654

DESCRIPTION: This course is designed to build fluency in

speaking and understanding French. Classes will concentrate on increasing listening comprehension, building vocabulary and idiom use, and enhancing communication skills.

Prerequisite: French B02. Permission from the French department is required (go to Kresge 145D to obtain a permission slip during registration).

TEACHING METHOD: Spoken activities in class organized around communicative strategies needed to carry on a meaningful conversation. Students are expected to prepare at home for each session as well as to listen to conversations on tape (individual audio-cassette provided with textbook). There is also a video program watched in class for listening comprehension.

EVALUATION: The final grade will be based on class participation, a listening comprehension midterm and a final oral exam.

TEXT: Bragger and Rice, Du Tac au Tac, Heinle and Heinle, 1991 (second edition). Available at Norris.

French B10

INTRODUCTION TO FRENCH LITERATURE

Time: 11:00 MWF

Prof. Sylvie Romanowski

Office: Kresge 152A

Phone: 491-2772

This course fulfills a CAS Area VI Literature and Fine Arts distribution requirement

DESCRIPTION: This course examines texts representing major genres and authors: theater, the short story, the novel and poetry. The focus will be on style, form, narrative and dramatic techniques, and students will be asked to analyze specific parts of the texts, or specific poems, in detail in order to understand the relation of form to content.

TEACHING METHOD: The class will consist of discussions and close readings of texts. The course will be conducted entirely in French.

EVALUATION: There will be several short papers, and a final longer paper in lieu of an exam. Students will be evaluated on their written work and their class participation.

TEXTS:

Flaubert, *Trois Contes*; Colette, *La Chatte*; Duras, *Moderato cantabile*; Anouilh, *Antigone*; Ionesco, *La leçon*; Poètes français des 19^e et 20^e siècles

These texts are available at Midwest Europa Bookstore, 824 Noyes Street. Please buy them together.

French B10-0

INTRODUCTION TO FRENCH LITERATURE

Time: 12:00 MWF

Prof. Gerald Mead

Office Address: 146C Kresge

Phone: 491-7567, 491-8262

This course fulfills a CAS Area VI Literature and Fine Arts distribution requirement

COURSE DESCRIPTION: This course is intended primarily for students with previous work at the B-level. It is designed to improve French skills and to introduce students to French literature by examining examples of various literary genre (poetry, fiction and drama) selected from the 19th and 20th centuries. Students will learn terminology and methodology useful for understanding, discussing and writing about literature. Class discussions and written exercises will focus on the interpretation of texts.

METHODOLOGY: Class discussion (in French)

EVALUATION: Participation in class; oral and written assignments (in French), final exam or paper (option)

PRE-REQUISITE: At least one of the following: B01-1, B01-2, B02, B03, B80, placement in B10, or special permission

TEXTS (probable):

Anouilh, *Antigone (Table Ronde)*; Beckett, *Fin de partie (Minuit)*; Gerard Bessette, *Le Libraire*; Duras, *Moderato cantabile (Minuit)*; Kourouma, *Les soleils des indépendances*

(Seuil); Moliere, Le Misanthrope (Cl. Larousse); Poetes
français des XIXe et XXe siècles (LP)

French B65-0

FRENCH THEATRE IN TRANSLATION

Time: 10:30-12:00 TTh

Prof. Scott Durham

Office: 143 Kresge

Phone: 491-8269

DESCRIPTION: This course will examine the most important trends in 20th-Century French Theatre, focusing particularly on the explosion of experimental theatre in France after the Second World War, as well as its formal and intellectual origins. Playwrights discussed will include Jarry, Cocteau, Sartre, Beckett, Genet, Ionesco and Césaire. Texts on theatre will also be read, including Brecht and Artaud.

French B80-1

FRENCH CIVILIZATION: 19th Century

Time: 10:00 MWF

Instructor: Terri J. Nelson

DESCRIPTION: This course will examine the transformations of French society from the French Revolution until 1871. We will explore how political, historical and economic events changed lifestyles, traditions, and values. The course will be taught entirely in French.

TEACHING METHOD: Mostly lecture with some discussion

GRADING: Grades will be based upon participation, homework assignments, and a final.

TEXTS: There will be one historical text, as well as one or two fictional texts (titles to be determined). Students will also be required to see films at the Library or in the Language Lab.

French CO2-1

ADVANCED GRAMMAR

Time: 10:00 & 11:00 MWF

Coordinator: Marie-Simone Pavlovich
Office Address: Kresge 43
Phone: 491-4662

DESCRIPTION: This course presents a systematic and in-depth review of grammar. It is organized according to linguistic function, such as narrating, describing, and persuading. For each function, the relevant grammar topics will be studied. The rules will essentially be applied through written exercises and translations.

NOTE: This course is a prerequisite for CO2-2, the Advanced Composition course. By taking CO2-1/-2, students will get a complete and in-depth study of grammar and composition.

PREREQUISITES: BO2 or recommendation of faculty.

TEACHING METHOD: Lecture-demonstration followed by creative workshop.

EVALUATION: The final grade will be based on regular attendance and participation, homework, quizzes, a mid-term and a final exam.

REQUIRED TEXTS:

Hoffmann, L'essentiel de la grammaire française
Hoffmann, Travaux pratiques (cahier d'exercices)

French C15-1

FRENCH LITERATURE AND CULTURE

Time: 9:00am MWF

Prof. Tilde Sankovitch

Office Address: Kresge 141

Office Phone: 467-1448

C15-1,2,3 is a three-quarter sequence required for French majors. Non-majors may take each quarter separately for credit.

DESCRIPTION: In the Fall quarter the course will concentrate on French literature from the Middle Ages to the classical theatre of the 17th century. We will study a number of medieval texts in the context of the socio-cultural and spiritual phenomena of the age (Christianity, feudalism, the

crusade spirit, courtliness, the rise of the urban middle class). Sixteenth century French writers and thinkers tend to reject the accomplishments of their predecessors, and instead participate enthusiastically in the rich diversity of new intellectual and aesthetic experiences proposed by the discoveries of the period, by the Italian Renaissance, and by the international Humanist movement. Their writings express some of the aspirations, problems, and achievements of the age, as well as the crisis of Humanism and of French society which mark the latter part of the 16th century. Seventeenth century classicism represents, at least in part, an effort towards a re-establishment of artistic/social/political discipline and authority, while it deals also with its own subversive tensions and contradictions.

METHODOLOGY: Lectures and discussions

EVALUATION: Class participation; three short papers; one final exam. Non-majors may write the papers in English, but class discussion and lectures are conducted in French.

READINGS will include a choice of medieval texts, as well as works by Rabelais, Montaigne, Racine, and Moliere.

French C91-1

TOPICS IN LANGUAGE: TRANSLATION

Time: TTh 1:00-2:30

Prof. Margaret Sinclair

DESCRIPTION: Translation of modern English and French texts of various kinds literary and non-literary. Will develop awareness of the semantic and syntactic properties of the two languages, and sensitivity to their special stylistic features. More specifically, this course will help students improve their command of the structure and idioms of the French language. The text and accompanying work book will provide the theoretical foundation for longer translation.

This course is designed for students who already have an advanced knowledge of French (French C02 and C03 or consent of instructor). It will also offer M.A. students an opportunity to prepare for the translation part of their exam (Theme et Version).

METHODOLOGY: At the beginning of each class, oral exercises of rapid translation will be done in order to train and reinforce various mechanisms of translation and to counteract the habit of overly literal translating. Written exercises bearing on specific problems of translation will be assigned for each class. The main part of the time, though, will be devoted to discussing translations done by the students in the class. We will occasionally discuss the rendering into French by two or more translators of a given text in English, and visa versa.

EVALUATION: Grades will be based on the quality of the work done at home and in class as well as on two exams (midterm and final consisting in Theme et Version).

TEXTS: J-P. Vinay et J. Darbelnet: *Sylistique comparee du Francais et de l'Anglais*; J-P. Vinay et J. Darbelnet: *Cahier d'exercices de stylistique comparee No. 1*; a good bilingual dictionary is essential for this course Harper-Collins-Robert is recommended but any dictionary which shows words used in context is acceptable.

French C96-1

CONTEMPORARY FRENCH THOUGHT

Time: 9:00-10:30 TTh

Prof. Scott Durham

Office: 143 Kresge

Phone: 491-8269

DESCRIPTION: This course will serve as an introduction to some of the major trends in French thought since the Second World War. Particular attention will be paid to the shifting conception of the role of the intellectual throughout this period in light of three events: the experience of Occupation, the emergence of consumer society, and the social upheaval of May '68. Material covered will include texts by Jean-Paul Sartre, Simone de Beauvoir, Frantz Fanon, Roland Barthes, Henri Lefebvre, Michel Foucault, and Jean Baudrillard, as well as films by Jean-Luc Godard and Margueritte Duras.

French D50-0

19th CENTURY LITERATURE

Time: 2:30-5:00 T
Prof. Michal P. Ginsburg
Office Address: 146b Kresge
Office Phone: 491-8261

DESCRIPTION: In this course we will explore the various ways in which the construction of a self is related to, on the one hand, the construction of a past (be it a personal or a national one), and, on the other hand, the construction of an Other (object of desire, envy, fear, etc). We will start with some writings by Stendhal: we will read his "autobiographical" Vie de Henry Brulard along side some texts where he discusses his relation to Italy, his "cultural other" and De l'amour, his treatise on love. We will then move to Nerval where we will study some of his "travel books" and some of the novellas (such as "Sylvie" and "Angelique") which are concerned with the reconstruction of a past. The second half of the course will be devoted to the study of selected parts of Proust's A la recherche du temps perdu.

TEACHING METHODOLOGY: Seminar. The language of instruction will be determined by the make up of the class; students may use English translations and write their paper in English.

French D92-0

TOPICS IN LITERATURE: Writing Postcolonial Subjectivity

Time: 2-4:30 M

Prof. Françoise Lionnet

Office Address: Kresge 130

Phone: 491-8265

DESCRIPTION: This course will focus on contemporary writers whose experience of colonialism generate autobiographical narratives that question traditional constructions of "authenticity." We will discuss the ideology of "True France" and the cultural project of eliminating diversity which became institutionalized under the Vichy regime. We shall attempt to understand how the nativist/essentialist ideologies of the first half of this century influenced the writers of the second half whose works reframe concepts of difference in ways that might allow for a rethinking of "universality."

TEXTS (tentative): Aime Cesaire, Cahier d'un retour au pays

natal; Marie Cardinal, Les Mots pour le dire; Marguerite Duras, Barrage contre le pacifique, L'Amant, L'Amant de la Chine du nord; Monique Wittig, L'Opoponax

Secondary sources will include:

F. Lionnet , Autobiographical Voices, Edouard Glissant, Pontique de la Relation, Gerard Noiriel, Le Creuset francais, Herman Lebovics, True France: The Wars Over Cultural Identity, 1900-1945, M. Wittig, The Straight Mind, Frantz Fanon, Black Skin White Masks, Edward Said, Culture and Imperialism, Leah Hewitt, Autobiographical Tightropes, R. Scharfman, Engagement and The Language of the Subject in the Poetry of Aime Cesaire, Maryse Conde and Ann Smock eds., L'Heritage de Caliban.

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Fall 1993 Course Descriptions

0457 Italian

Italian A01-1

ELEMENTARY ITALIAN

Time: 9:00, 10:00, 11:00, 12:00 MTWThF

Coordinator: Concettina Pizzuti

Office : 127B

Phone: 467-1987

DESCRIPTION: This course is the first 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 reading skill. 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 situations & interviews.

EVALUATION: Class performance, homework, quizzes, written and oral finals.

TEXTS:

Lazzarino, Graziana: PREGO!, McGraw Hill, 1990.

Workbook and Lab Manual for PREGO!

Italian A02-1

INTERMEDIATE ITALIAN

Time: 10:00 & 12:00 MTWF

Coordinator: Concettina Pizzuti

Office: 127B Kresge

Phone: 467-1987

DESCRIPTION: The course is designed to build on basic skills

in Italian language through grammar review, cultural and literary readings, and the integration of audio/video material. Each of the activities will be developed as much as possible in terms of the Italian social, cultural and historical milieu.

PREREQUISITE: Italian A01-3, A33/34 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, homework, quizzes, written and oral final exam.

TEXTBOOKS: Merlonghi & Merlonghi, *Andiamo avanti: Lingua e cultura*, *Andiamo avanti: Attualit^e e racconti*, Prentice Hall, 1992.

Italian A33/34-1
INTENSIVE ITALIAN
Time: MTWTF 3-5:00
Instructor: Concettina Pizzuti
Office: Kresge 127B
Phone: 467-1987

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.

TEACHING METHOD: Class time will be divided between oral exercises (students study grammar at home), and the development of basic conversation skills, particular emphasis will be placed on the reading skill. Current, authentic material will be used and strategies employed that will

- 1) encourage students to deduce meaning based on context
- 2) build guessing abilities through cognate analysis.

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, homework, presentations, quizzes, written and oral final exam.

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.

TEXT:

Marcel Danesi, Adesso!, Heinle & Heinle, 1992.
Workbook and Lab Manual for Adesso!

Italian B01-1

ITALIAN THROUGH NEWSPAPERS

Time: MWF 11:00

Instructor: Concettina Pizzuti

Office Address: Kresge 127B

Phone: 7-1987

DESCRIPTION: The course aims to provide students with a

model that will help them achieve an advanced level of oral proficiency through a content based curriculum. The course will be organized around a series of topics related to contemporary Italy taken from current magazines and newspapers.

METHODOLOGY: Discussion of assigned readings (mainly newspaper and magazine articles), spontaneous conversation, weekly students' presentations and compositions.

THE CLASS WILL BE CONDUCTED ENTIRELY IN ITALIAN.

EVALUATION: Based on participation, presentations, written homework, attendance & oral proficiency test.

Italian C60-0

TOPICS IN LITERATURE: The Culture of Fascism

Time: 11:00 MWF

Prof. Karen Pinkus

Office: 126A Kresge

Phone: 491-8255

DESCRIPTION: Fascism and Culture: the two terms might seem to be mutually exclusive, an oxymoron. Nevertheless, the years between the two World Wars in Italy produced a wide variety of art forms that serve the State or protest its authoritarian hold. In this class we will consider the "culture" of fascism, including cinema, literature, architecture, art, design, sports (physical culture), and the mass media during the ventennio of 1920-1940. We will explore the "culture of consent" (capitulation of artists and authors to Mussolini's official programs), and the kinds of popular culture which thrived under totalitarian conditions in Italy. Lectures and discussions will be based around readings, class presentations, films, and slides.

This course will be conducted entirely in Italian and is intended for students who have completed at least two classes on the B-level. No prior knowledge of the fascist era is required. Focus will be on reading and conversation. Students will also be expected to complete an essay in Italian on a topic of their choice; individual help will be available through all stages of preparation and writing.

Italian C80-2

TOPICS IN ITALIAN CINEMA:

Comedy and Democracy in Postwar Italy

Time: 2-4:00 MW

Prof. Karen Pinkus

Office: 126A

Phone: 491-8255

IN ENGLISH

NOTE: Students who have completed Italian C80 (Introduction to Italian Cinema) as well as those with no prior exposure to cinema studies, are welcome.

In the years following WWII and the collapse of the Fascist Regime in Italy, a democratic constitution was established and Federico Fellini began to make films. Although Fellini is not often explicitly political in his approach, his films tend to reflect the contradictions in Italian society that emerge in sexuality and family relations. This course will focus on the work of Fellini and several other directors closely linked with him. Through lectures and discussions we will explore the ways in which Italy came to develop an ironic, comic cinematic language for expressing political and social turmoil in the years following WWII. Films to be shown will include: Fellini's *The White Sheik*, *8 1/2*, *Amarcord*, other directors including Pasolini's *Hawks and Sparrows*, *Mamma Roma*, and his documentary on sexuality called *Love Meetings*; the episode film *Ó* (with pieces by several directors), Boccaccio *Ó70*, Dino Risi's *The Easy Life*, Monicelli's *Big Deal on Madonna Street*, and others.

The class will focus on the social context for these films rather than on technical aspects of film making and we will devote some time to discussing ways to write about film. Students will be asked to complete three essays and take-home final.

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Fall 1993 Course Descriptions

0459 Portuguese

Vera R. Teixeira
Portuguese A01-1
INTENSIVE ELEMENTARY PORTUGUESE
Time: M,T,W,Th,F 12:00
Office Address: 138 Kresge
Office Phone: 491-8283

COURSE DESCRIPTION: Intensive language for beginners. Regular attendance to classes (5 hours), and independent laboratory work (5 hours) are required each week. This program emphasizes spoken Brazilian Portuguese as well as the acquisition of reading and writing at the beginner and intermediate levels.

PREREQUISITES: None

P/N is allowed.

TEACHING METHOD: Classroom drills by a native speaker are followed by individual practice with audio and visual materials. Written work is also required. This course proposes to equip the student with a good command of the spoken language, as well as a basic knowledge of grammar structures within the appropriate cultural context.

EVALUATION: Class participation and oral and written exams. This course also offers basic information as well as insights into the history and culture of the Portuguese-speaking countries of Europe and Africa besides Brazil. The three-quarter Intensive Elementary Portuguese sequence fulfills the CAS Foreign Language requirement as well as the Undergraduate Certificate in African Studies requirement of competency in a non-African language spoken in Africa. Portuguese A01-1,2,3 is recommended as a related subject for the Spanish Major and constitutes a requirement for the Latin American Studies

Certificate.

A01-1,2,3 is a prerequisite for admittance to Port C03, ADVANCED PORTUGUESE; Port. C05, 19th C. BRAZILIAN LITERATURE, and/or Port. C06, 20th C. BRAZILIAN LITERATURE.

TEXT: Paiva, Tolman, Jensen, Parson Travessia (Part I), Georgetown University Press.

Texts: St. Augustine, Confessions
-----, On Christian Doctrine
Dante, Literary Criticism of Dante Alighieri
Don Juan Manuel, El Conde Lucanor

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Last Updated: May 1993

Fall 1993 Course Descriptions

0463 Hispanic Studies

Renate Robinson, Sheri Ann Sanford, Linda Craft

Hispanic Studies A01-1

ELEMENTARY SPANISH

Time: MTWThF 9,10,11,12,1

Office Address: 134 Kresge

Phone: 491-8277/491-8130/491-4389

COURSE DESCRIPTION: This is the first quarter of the standard three-quarter introductory Spanish sequence. It meets five 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: No previous experience necessary.
P/N is strongly discouraged.

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

Available at Norris Center Bookstore.

Sonia Garcia (Coordinator)

Hispanic Studies A02-1

INTERMEDIATE SPANISH

Time: MTWF 8,9,10,11,12,1,2

Office Address: 134 Kresge

Phone: 491-8280

COURSE DESCRIPTION: This is the first quarter of the standard three-quarter intermediate Spanish sequence, continuation of the A01 and A15 sequences. A02 meets four days a week. There is an intensive 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 A01-3 or A15-2.

P/N is not allowed for majors, or to fulfill the foreign language requirement.

EVALUATION: Homework, quizzes and examinations, oral interviews, compositions and class participation.

READING LIST:

Textbook: TBA

Dauster, Frank & Leon F. Lyday, eds. *En un acto: Diez piezas hispanoamericanas*; 3rd. edition. Heinle & Heinle, 1990.

Available at Norris Center Bookstore.

Sonia E. Garcia

Hispanic Studies A02-3

INTERMEDIATE SPANISH

Time: MTWF 8,9,10,11,12,1,2

Office Address: Kresge 134

Phone: 491-8280

COURSE DESCRIPTION: This is the third quarter of the A02 sequence. Students will continue their studies of the main grammatical structures of Spanish and will read literary and cultural selections, articles, and essays in Spanish. Students will be presented with audio-visual material to further develop listening and conversation skills.

PREREQUISITE: Completion of A02-2 or placement at A02-3 on

the departmental placement exam.

P/N is not allowed for majors, or to fulfill the foreign language requirement.

EVALUATION: Classroom participation, attendance, oral interviews, compositions, departmental exams, and a video activity.

READING LIST:

En contacto-Gramatica en accion, 3rd ed. (Gill, Wegmann & Mendez-Faith). Harcourt Brace Jovanovich, 1992.

Los arboles mueren de pie (Alejandro Casona)

Available at Norris Center Bookstore.

Sandra Anderson

Hispanic Studies A05-6

FRESHMAN SEMINAR

Time: TBA

Office Address: Kresge Language Lab

Phone: 491-8128

COURSE DESCRIPTION: TBA

E. Inman Fox, Joan Ramon Resina

Hispanic Studies B01-1

INTRODUCTION TO THE LITERATURE AND CIVILIZATION OF SPAIN

Time: MWF 9:00 11:00

Office Addresses: Kresge 231, Kresge 236

Office Phones: 491-8282 491-8249

COURSE DESCRIPTION: The study of representative literary, historical and cultural texts of nineteenth and twentieth century Spain, from Romanticism to the post-Civil War period. Espronceda, Galdos, Unamuno, Garcia Lorca, and Rodoreda are among the authors studied. The course deals with the history and culture of modern Spain, in addition to literary analysis.

PREREQUISITE: Spanish A02-3, or placement at the B-level after taking the Placement Exam.

READING LIST: TBA

Humberto Robles and Staff

Hispanic Studies B02-1

INTRODUCTION TO THE LITERATURE OF LATIN AMERICA

Time: MWF 10:00/1:00

Office Address: Kresge 237, and TBA

Phone: 491-8127 and TBA

COURSE DESCRIPTION: Reading, analysis, and discussion of selected works by major Latin American authors from Modernismo (1888 to the present). The course will emphasize the different literary styles and interpretations of the Latin American experience and introduce the student to the social and historical context in which the works were written.

PREREQUISITE: Spanish A02-3 or placement at the B-level after taking the Placement Exam.

TEACHING METHOD: Readings and class discussions will be in Spanish.

EVALUATION: Midterm, final exam, and one short paper.

READING LIST: The final reading list has not been set, but it will include works from such authors as Jose Marti, Ruben Dario, Jorge Luis Borges, Pablo Neruda, Cesar Vallejo and others.

Lois Barr/Penny Fahey/Paloma Calvo

Hispanic Studies B03-1

COMPOSITION AND CONVERSATION

Times: 9,10,11,12

Office Address: 136 Kresge/137 Kresge/ 123A Kresge

Phone: 491-8136/8276/4389

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. To provide a grammar review and an excellent basic vocabulary, the textbook, Horizontes Gramaticales is used all three quarters.

REQUIREMENTS: Class participation
Oral presentations (1 group and 1 individual)
4 compositions
Midterm
Final

TEXTS: Horizontes Gramaticales SBX
Balam Canan Europa

Sonia E. Garcia
Hispanic Studies C02-0
ADVANCED GRAMMAR
Time: MWF 9:00
Office Address: Kresge 134
Phone: 491-8280

COURSE DESCRIPTION: A thorough study of syntax and morphology for Spanish majors, prospective teachers, and others who are working towards mastering the language; a comparison between Spanish grammar and usage and English grammar.

PREREQUISITES: Permission of instructor or B03 or a C-level Spanish course.

EVALUATION: Midterm, homework, individual report and presentation, and a final examination.

READING LIST

Gramatica, nueva ed.[19th] (Fernandez, Fentes and Siles).
Madrid,SGEL/Houghton Mifflin, Co., 1990.

Ejercicios practicos, niveles intermedio y superior
(Fernandez, Fentes and Siles). Madrid, SGEL/ Houghton Mifflin
Co., 1990.

Supplementary handouts

Dario Fernandez-Morera
Hispanic Studies C21-0
GOLDEN AGE DRAMA
Time: MWF 10:00
Office Address: Kresge 244
Phone: 491-8281

COURSE DESCRIPTION: The course will study the Spanish theater of the sixteenth and seventeenth centuries--the Golden AGE of spanish Drama. We will read major plays by Cervantes, Lope de Vega, Tirso de Molina and Calderon de la Barca. Considerable attention will also be devoted to the early development of Spanish theater in teh 16th century, to minor genres--the entremes and loa--and the auto sacramental. Dramatic theory will also be studied aloing with a look at stage architecture and performance practices.

EVALUATION: Two short papers (4-5pp.), midterm, final and class participation.

Susana Leiva
Hispanic Studies C51-0
LATIN AMERICAN CULTURE AND CIVILIZATION
Time: T TH 10:30-12:00
Office Address: 242 Kresge
Phone: 491-8275

COURSE DESCRIPTION: This course will examine the interrelated system of ideas, attitudes, myths, and institutions that characterize the Latin American world. Instead of "covering" every pattern of Latin American life, the course will focus on specific themes. Thus, after a brief historical, geographical, and linguistic introduction, we will discuss:

- 1) images of the encounter and meeting of native American and European cultures;
- 2) Mestizaje and the search for identity;
- 3) Religion and myth
- 4) From Colonialism to Democracy
- 5) Marianismo/Machismo;
- 6) Major institutions;
- 7) Art and music.

PREREQUISITES: A reading knowledge of Spanish is recommended

TEACHING METHOD: The class will be conducted in English. It will consist of lectures and class discussion.

EVALUATION: One term paper 6-8 pages long; a midterm and a final examination; class participation.

READING LIST:

- 1) Chang-Rodriguez, Eugenio. Latinoamerica. Su civilizacion y su cultura. Boston: Heinle & Heinle. Second edition. 1991. (Europa Bookstore)
- 2) Ja'kfalvi-Leiva, Susana. Tres cronistas audinos. Sevilla: Lautaro Ed. 1990. (Hispanic Studies, Kresge 236)
- 3) Course packet (Hispanic Studies, Kresge 236)

Joan Ramon Resina

Hispanic Studies C-80

CRITICAL ANALYSIS

Time: 11:00 MWF

Office: 231 Kresge

Phone: 491-8282

COURSE DESCRIPTION:

An introduction to some of the most influential tendencies in literary criticism and theory in the last two decades.

Students will become conversant with the terminology and conceptual tools currently employed in literary studies, as well as with preoccupations shaping critical discourse, from the constitution of literary meaning to the social function of form, the notion of semiotics, the de-essentialization of texts, and the questioning of canonical structures, including feminist revisionism and the challenge to literature as institutionalized power.

Evaluation will be based on active class participation, one or more class presentations, a midterm paper, and a final term paper of a theoretical nature.

Readings will be selected essays from the following authors:

Xeroxed essays by : Friedrich Nietzsche, Tzvetan Todorov, Roland Barthes, Paul de Man, Jacques Derrida, Stanley Fish, Robert Scholes, Umberto Eco, Wolfgang Iser, Toril Moi, Geoffrey Hartman.

Texts: Terence Hawks, Structuralism and Semiotics (University of California Press). Terry Eagleton, The Significance of Theory (Blackwell)

John Dagenais

Spanish D01

SEMINAR IN MEDIEVAL SPANISH LITERATURE

Time: T 2-4:00

Office Address: 137 Kresge

Phone: 491-8282

COURSE DESCRIPTION: The course will study evolving concepts of authorship in the Middle Ages, beginning with Augustine and ideas of the relative roles of the human and divine authors of the Bible. The focus of the course will be on the new theoretical problems posed by vernacular authorship in

early fourteenth-century Europe and especially the radically different solutions to these problems proposed by two Castilian authors: Don Juan Manuel and Juan Ruiz.

EVALUATION: Class discussion, one or two in-class presentations on critical readings, a term paper, a final class discussion of the papers.

Juan Ruiz, El libro de buen amor

Humberto Robles

Spanish D21-0

SEMINAR IN MODERN LATIN AMERICAN LITERATURE

Gabriel Garcia-Marquez

Time: T 2-4

Office Address: Kresge 237

Phone: 491-8127

COURSE DESCRIPTION: The course will focus on the study and analysis of Garcia-Marquez' major works, and on the reception of those works in the United States.

PREREQUISITES: Graduate level.

TEACHING METHOD: The class will be conducted in Spanish. It will consist of lectures and class discussion.

EVALUATION: Classroom participation, oral presentation, term paper.

READING LIST: The final reading list has not been set, but will be drawn from the following:

Primary sources:

La hojaresca (1955)

El coronel no tiene quien le escriba (1961)

Los funerales de la Mama Grande (1962)

La mala hora (1962/1966)

Cien anos de soledad (1967)

La increíble y triste historia de la cándida Erendira y su abuela desalmada (1961/1972)

El otoño del patriarca (1975)
Cronica de una muerte anunciada (1981)
El amor en los tiempos del colera (1985)

Secondary sources:

Robert C. Holub, Reception Theory. A Critical Introduction
Hans Robert Jauss, Toward an Aesthetic of Reception
Levin L Schucking, The Sociology of Literary Taste
Carlos Altamirano/ Beatriz Sarlo, Literatura/Sociedad.

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Last Updated: May 1993

Fall 1993 Course Descriptions

0467 Slavic Languages & Literature

John Kieselhorst
SLAVIC A01-1 (Sec.20)
ELEMENTARY RUSSIAN
Time: MTWThF 9
Office: 125C Kresge
Phone: 491-8248
Expected enrollment: 20

Justin Weir
SLAVIC A01-1 (Sec.21)
ELEMENTARY RUSSIAN
Time: MTWThF 10
Office: 125C Kresge
Phone: 491-8248
Expected enrollment: 20

Michele LaForge
SLAVIC A01-2 (Sec.22)
ELEMENTARY RUSSIAN
Time: MTWThF 11
Office: 125C Kresge
Phone: 491-8248
Expected enrollment: 20

COURSE DESCRIPTION: Elementary Russian is the first part of a two-year sequence developed at Northwestern that enables the students to acquire the same proficiency in Russian (speaking, reading, and writing) as they would in any of the common languages with an equal amount of effort.

TEACHING METHODOLOGY: 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 which students must attend not less than twice a week. The goal of the whole A01 course is to get the students to the point where they are ready to start reading unsimplified works by the masters of Russian literature and to work with fairly advanced

conversation materials by the beginning of the second-year course.

P/N allowed

EVALUATION: Short quizzes and a final exam. The grade is computed as follows: overall performance in class and lab sessions: 50 %; written quizzes: 30 %; and a final written exam: 20 %.

TEXT: RUSSIAN STAGE 1, by Davidson

Irwin Weil

SLAVIC A02-1 (Sec.20)

INTERMEDIATE RUSSIAN

Time: MTWThF 900

Office: 147B Kresge

Phone: 491-8254

Expected enrollment: 20

Lorraine Busch

SLAVIC A01-2 (Sec.21)

INTERMEDIATE RUSSIAN

Time: MTWThF 1000

Office: 125C Kresge

Phone: 491-8482

Expected enrollment: 20

COURSE DESCRIPTION: This course is designed to improve speaking, reading and writing skills. Varied reading materials introduce the students to literary Russian, conversational Russian and the language of today's posters and newspapers.

TEACHING METHODOLOGY: 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 every other week, there is a final exam.

TEXTS: Baranova et al., Russian Stage Two

Paperno and Sylvester, Getting Around Town in Russian

Andrew Wachtel

SLAVIC A05-6

RUSSIAN LITERATURE OF GROTESQUE AND FANTASTIC (FRESHMAN SEMINAR)

Time: MW 200-330

Office: 124B Kresge

Phone: 491-3950

Expected enrollment: 15

TEACHING METHOD: Seminar

EVALUATION: 3 writing assignments, participation in class discussion

Boris Pokrovsky

SLAVIC B03-1

INTERMEDIATE COMPOSITION AND CONVERSATION

Time: MWF 100

Office 125B Kresge

Phone: 491-8082

Expected enrollment: 20

COURSE DESCRIPTION: This is the third course of a four-year sequence of Russian. It will include a comprehensive review of grammar (morphology and syntax) and a wide variety of tests: history of Russian, history of Russian literature and culture; texts on social aspects of Soviet life. A large part of reading material will consist of the texts written by Russian writers of pre- and postrevolutionary periods.

TEACHING METHOD: Three classes per week in Russian: two modern unabridged texts as home-reading assignments, three short compositions as home assignments; several assignments in the language laboratory, and three to four tests.

READING LIST: Russian Area Reader compiled by Vasys and others; Russian in Exercises by S. Khavronina, and others. Several texts will be provided by the instructor.

EVALUATION: Class participation-30%; compositions and language lab projects-30%; home reading 20%; tests- 2-%.

Andrew Wachtel

SLAVIC B10-1

INTRODUCTION TO RUSSIAN LITERATURE

Time: MWF 1100

Office: 124B Kresge

Expected enrollment: 40

COURSE DESCRIPTION: A survey of the main trends in Russian literature and culture in the first half of the 19th century.

Particular emphasis on the role of literature and the writer in Russian society.

READINGS: Readings (in English) include major works by Pushkin, Gogol, Lermontov, and Turgenev.

Irwin Weil

SLAVIC B57

INTRODUCTION TO THE SOVIET UNION

Time: MWF 100

Office: 147B Kresge

Phone: 491- 8254

Expected enrollment: 700

COURSE DESCRIPTION: a) Instill in the students a love and respect for Russian literary culture and an awareness of its enormous problems in the twentieth century. b) Make the students aware of the enormous complexity involved in understanding a culture and a life which existed under such different conditions from the experience of the average American at the present time. Fight with an easily or cheaply achieved judgments about the Soviet Union, whether they come from the political left or right. c) Make the students appreciate, if only slightly, the various difficulties and problems in analyzing artistic literature in a way to get to the direct experience behind it. d) Have fun.

No prerequisites; P/N allowed.

TEACHING METHODOLOGY: There are three meetings per week. Since the class is usually large, these meetings consist mostly of lectures. Students are encouraged to interrupt the lectures and ask questions; each meeting starts off with a question period. Many students take advantage of the opportunity and do pose many questions and comments.

EVALUATION: The course has two examinations, a mid-term and a final. As long as the enrollment remains high, there will be several exercises which involve multiple choice questions.

READING LIST: Selected works by Soviet writers and ideologues.

Boris Pokrovsky
SLAVIC C03-1
ADVANCED COMPOSITION AND CONVERSATION
Time: MWF 1200
Office: 125B Kresge
Phone: 491-8082
Expected enrollment: 20

COURSE DESCRIPTION: This is the last course of a four-year sequence of Russian. It will include the comprehensive review of Russian grammar (morphology and syntax) as well as studying some aspects of lexicology and style. The reading material will consist of the texts of the Russian writers of the 19th-20th centuries. The analysis of the texts will include both the linguistic and cultural aspects.

TEACHING METHOD: Three classes per week in Russian; two compositions per quarter; three texts of modern Russian writers as home reading; three to four grammar tests per quarter.

READING LIST: Russian Review Grammar by N. Bogojavlensky; Collection of Russian and Soviet Short Stories; Several texts will be provided by the instructor.

EVALUATION: Class participation 30%; composition 30%; home reading 20%; tests 20%.

Gary Saul Morson
SLAVIC C10-0
TOLSTOY (in English)
Time: TTH 230-400
Office: 150B Kresge
Phone: 491-3651
Expected enrollment: 80

COURSE DESCRIPTION: This course focuses on a close reading of War and Peace. We will discuss Tolstoy's ideas about the historical process, ethics, psychology, as well as his daring innovations in the form of the novel. All readings are in English.

EVALUATION: One short, well-written paper, and final exam. Emphasis will be placed on improving writing skills.

READINGS: War & Peace. Recommended reading on Tolstoy and the general nature of novels.

Ilya Kutik
SLAVIC C61-0
SURVEY OF 20TH CENTURY RUSSIAN POETRY
Time: MWF 100
Office: 125C Kresge
Phone: 491-8248
Expected enrollment: 15

COURSE DESCRIPTION: This course will introduce students both to the incredible wealth of Russian 20th-century poetry and to basic techniques for its study. Such a course has never been offered at Northwestern before. Since all readings will be in Russian, the course is suitable only for majors in the department (who will be required to take either it or C-60 as part of the revised Slavic Department major) or for native speakers of Russian in the undergraduate population at large. It will also be a required part of the graduate curriculum for those graduate students who have not taken such a course previously.

TEACHING METHOD: Students will write two papers for the course--one a close reading of a poem, the other on a topic of their choice.

READINGS: Students will read poems closely and will also be expected to read some critical and theoretical articles.

Gary Saul Morson
SLAVIC D11-0
PROSEMINAR (THEORY OF THE NOVEL)
Time: W 300-600
Office: 150B Kresge
Phone: 491-3651
Expected enrollment: 10

COURSE DESCRIPTION: A survey of key approaches to the novel as a genre, this course will begin by distinguishing the theory of the novel from a more general narratology. We will then consider "realism" and the relation of the novel to

other genres, and approaches to the novel in terms of history or sociology, character, language, and ethics. Critical readings will include works by Erich Auerbach, Ian Watt, W.J. Harvey, Wayne Booth, Barbara Hardy, Martin Price, and Marta Nussbaum; along with a bit of Bakhtin and Russian Formalism. We will also consider a number of novels, including Middlemarch, Fathers and Sons, and "The Death of Ivan Ilych". Above all, we will be concerned with the novel as a special way of understanding human experience and with the forms developed to convey this understanding.

Ilya Kutik
SLAVIC D38-0
STUDIES IN 20-TH CENTURY RUSSIAN LITERATURE
RUSSIAN POETRY -- 1950-1990
Time: M 300-500
Office: 125C Kresge
Phone: 491-8248
Expected enrollment: 10

COURSE DESCRIPTION: An intensive study of major figures and trends in contemporary Russian poetry. Particular attention will be paid to the "civic" poetry of Evtushenko and Voznesensky, the complicated lyric voices of Akhmadulina and Brodsky, Conceptualism, and Metarealism. The interrelation of contemporary Russian poetry with American poetry of the 1950s and 1980s will also be a major focus.

Peter Holman
SLAVIC A06-1
ELEMENTARY CZECH
Time: MWF 200-330
Office: 125C 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 METHODOLOGY: 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.

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Last Updated: September 1993

Fall 1993 Course Descriptions

0471 Sociology

Charles C. Moskos

Sociology A10

INTRODUCTION TO SOCIOLOGY

Time: MTW 3:00

Office Address: 1810 Chicago Ave., Rm 214

Office Phone: 491-2705

Expected Enrollment: 500

COURSE DESCRIPTION: This is a basic course in sociology for majors and non-majors, and also offers a basic understanding in sociological principles for those who wish to take only one quarter of sociology. The goal is to acquaint the student with core sociological concepts which he or she can apply to an understanding of contemporary American society. The format of the course is to apply concepts (e.g., culture, class, primary groups, bureaucracy, deviance) to concrete issues (e.g., family, church, education, politics, ethnic groups, and mass media).

No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Because of the size of the class, lectures will be the main method exposition. Only limited discussion and questions will be allowed during lecture periods. There will be no quiz sections. Office hours with teaching assistants will be available.

METHODS OF EVALUATION: There will be one midterm examination and one final examination. The midterm examinations will count for 1/3 of the grade, and the final will count 2/3. Both tests will be multiple choice and short answer questions. Tests will be based on the readings and lectures. There will be no papers.

READINGS: To be announced.

Raymond Mack
Sociology B01
SOCIAL INEQUALITY - RACE, CLASS, AND POWER
Time: TTH 10:30-12
Office Address: 1812 Chicago Ave., Rm. 102
Office Phone: 491-2701
Expected Enrollment: 120

COURSE DESCRIPTION: The origins and consequences of ranking systems. Similarities and differences in patterns of discrimination by sex, ethnic heritage, and race. Special attention to the history and function of immigration and race relations of the United States.

No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION: Mid-term exam, final exam, and term paper.

READINGS: To be announced.

Bernard Beck
Sociology B02
SOCIAL PROBLEMS: NORMS & DEVIANCE
Time: MWF 11:00
Office Address: 1810 Chicago Ave., Rm 212
Office Phone: 491-2704
Expected Enrollment: 120

COURSE DESCRIPTION: The course will be focused on outstanding problems of American society and on the work of sociologists in studying and treating social problems. We will begin with a brief history and conceptual clarification of the idea of a "social problem" as defined by some major modern perspectives, especially the distinction between studying the so-called problem and studying the social process that brings it to attention as a problem. Special problems of work, school and living arrangements will be highlighted.

No prerequisites. P/N allowed.

TEACHING METHODOLOGY: There will be three lectures per week. Each student will take part in a section for discussion of special issues and arranging for his/her independent work for the course.

METHODS OF EVALUATION: Section leaders will supervise and evaluate the individual projects of students in their sections. Work required includes reading and class discussion, an independent project, and a final essay. A midterm examination may be given, if the class as a whole elects to have it. Grades will be assigned on the basis of the grades on the individual project, grades on the final essay and grades on a midterm examination - if any. The individual project grades will count more heavily in the final grade.

READINGS: To be announced.

Karl Monsma

Sociology B03

REVOLUTIONS AND SOCIAL CHANGE

Time: TTH 2:30-4

Office Address: 1812 Chicago Ave., Rm. 302

Office Phone: 491-2741

Expected Enrollment: 120

COURSE DESCRIPTION: This course concerns the causes and consequences of social revolutions. In addition to theories of revolution and social change, specific topics include processes of peasant mobilization, capitalism and revolution, states and revolution, revolution and ideology, the international context of revolutions. The class also covers the impact of revolution on political regimes, economic development, and social inequality. These topics will be discussed in relation to various specific cases of revolution such as the French, Haitian, Russian, Mexican, Chinese, and Vietnamese Revolutions.

No prerequisites. P/N allowed.

TEACHING METHODOLOGY: Lecture plus discussion sections.

METHODS OF EVALUATION: Midterm exam, final exam, and participation in discussion sections.

READINGS:

Barrington Moore Jr., Social Origins of Dictatorship and Democracy (selected chapters)
T. Skocpol, "France, Russia, and China: A Structural Analysis of Social Revolutions"
R.H. Bates, "The Commercialization of Agriculture and the Rise of Rural Political Protest"
C.L.R. James, The Black Jacobins (selected chapters)
A. Gouldner, "Stalinism: A Study of Internal Colonialism"
J. Stacey, "Peasant Families and People's War in the Chinese Revolution"
D. Chirot, "What Happened in Eastern Europe in 1989?"

Staff

Sociology B05

AMERICAN SOCIETY

Time: MWF 10:00

Office Address: 1810 Chicago Ave., Rm. 114

Office Phone: 491-5415

Expected Enrollment: 180

COURSE DESCRIPTION: How American society works as a whole. How major institutions relate and affect each other; how the different segments and strata of society experience such institutional processes. Tensions associated with differential experience of common and shared institutions.

TEACHING METHODOLOGY: Lecture and discussions.

METHODS OF EVALUATION:

READINGS: To be announced.

Staff

Sociology B07

PROBLEMS OF CONTEMPORARY AMERICAN CITIES

Time: TTH 9-10:30

Office Address: 1810 Chicago Ave., Rm. 114

Office Phone: 491-5415
Expected Enrollment: 180

COURSE DESCRIPTION: Problems of American urban communities and possible solutions. Spatial, economic, and political trends; private and public decision making; class, race, and family needs. Consequences for adequate public services.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION:

READINGS: To be announced.

Albert Hunter
Sociology B26

SOCIOLOGICAL ANALYSIS

Time: TTH 2:30-4

Office Address: 1812 Chicago Ave., Rm. 201

Office Phone: 491-3804

Expected Enrollment: 50

COURSE DESCRIPTION: An introduction to the logic and methods of sociological research. Covers theory construction and research design for both qualitative and quantitative data.

NOTE: This course is a prerequisite to advanced research methods courses in sociology.

An A or B-level sociology course. P/N not allowed.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION: Exam, final paper, homework assignments.

READINGS:

Babbie, The Practice of Social Research.

Kenneth Dauber
Sociology C02

SOCIOLOGY OF ORGANIZATIONS

Time: MW 2-3:30

Office Address: 1808 Chicago Ave., Rm 202

Office Phone: 491-3719
Expected Enrollment: 30

COURSE DESCRIPTION: A survey on sociological perspectives on formal organizations, especially in business and government, with particular attention to issues of stratification, rationality, and power.

PREREQUISITE: A10 or a B-level sociology course. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussion.

METHODS OF EVALUATION: Several short papers and a final exam.

READINGS: To be announced.

Charles Ragin
Sociology C06

SOCIOLOGICAL THEORY

Time: TTH 2:30-4

Office Address: 1808 Chicago Ave., Room 201

Office Phone: 491-7488

Expected Enrollment: 25

COURSE DESCRIPTION: Students read examples of classical theorists in sociology and social thought and discuss the principle theories and assumptions around which these theorists have constructed their ideals. Students should come away from the course with a basic grounding in the theoretical traditions that still shape contemporary sociological discourse.

Prerequisite: at least one B-level behavioral science or history course. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

READINGS: To be announced.

Staff
Sociology C08

SOCIOLOGY OF DEVIANCE AND CRIME

Time: TBA

Office Address: 1810 Chicago Ave., Rm. 114

Office Phone: 491-5415

Expected Enrollment: 50

COURSE DESCRIPTION: The social organization of crime and other misdeeds, explanations of crime and deviance, creating criminal law, policing, detection and investigation, prosecution, plea bargaining, the courts, sentencing, punishment, prisons, and alternatives to criminal law.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION:

READINGS: To be announced.

Art Stinchcombe

Sociology C15

INDUSTRIALISM AND INDUSTRIALIZATION

Time: MWF 11:00

Office Address: 1812 Chicago Ave., Rm. 203

Office Phone: 491-5536

Expected Enrollment: 50

COURSE DESCRIPTION: Structure and culture of modern industry; consequences for status and class organization. Labor force, formal and informal organization of management and labor. Union-management interaction. Factors affecting industrial morale.

TEACHING METHODOLOGY:

METHODS OF EVALUATION:

READINGS: To be announced.

Staff

Sociology C23

AMERICAN SUBCULTURES AND ETHNIC GROUPS

Time: TBA

Office Address: 1810 Chicago Ave., Rm. 114

Office Phone: 491-5415
Expected Enrollment: 50

COURSE DESCRIPTION: Differentiation, organization, and stratification by ethnicity, race, lifestyle, and other traits. Maintenance of subgroup boundaries and distinctiveness. Development and continuity of American society as a system of subgroups. Consequences of difference: identity, political and economic participation, group solidarity.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION:

READINGS: To be announced.

Mark Granovetter
Sociology C25

SOCIAL STRATIFICATION

Time: MW 12:30-2

Office Address: 1810 Chicago, Rm. 212

Office Phone: 491-3495

Expected Enrollment: 50

COURSE DESCRIPTION: This course evaluates various explanations for why power, prestige and material goods are unequally distributed, in societies ranging from tribal to modern, with special emphasis on the United States. We are especially interested in what part of upward mobility and "success" is due to social as opposed to personal causes, what role the labor market plays in creating and sustaining inequality, the actual extent of power of the American upper class, explanations of poverty, and the causes and consequences of inequality by race, ethnicity and gender. We also discuss and evaluate policies aimed at reducing inequality, such as welfare programs, affirmative action and comparable worth.

No prerequisites. P/N allowed.

REQUIREMENTS: Midterm and final exams, both in essay form, with some choice of questions. Substantial extra credit for quality of participation in class discussion.

TEACHING METHODOLOGY: Lecture and discussion

METHODS OF EVALUATION: Quality of discussion, and of midterm and final exams.

READINGS: A text, Gilbert and Kahl, The American Class Structure, and several books on more specialized subjects like labor markets, urban poverty, and inequality in other societies.

Staff

Sociology C27

YOUTH AND SOCIETY

Time: TBA

Office Address: 1810 Chicago Ave., Rm. 114

Office Phone: 491-5415

Expected Enrollment: 50

COURSE DESCRIPTION: The ways that persons between the ages of about 10 and 15 interact with various institutions (families, schools, employers, welfare agencies, etc.), influencing these institutions and being influenced by them. Ethnic and class differences in these interactions.

PREREQUISITES: A10 or B-level sociology course

TEACHING METHODOLOGY:

METHODS OF EVALUATION:

READINGS: To be announced.

Arlene Kaplan Daniels

Sociology C29

FIELD RESEARCH METHODS

Time: TTH 10:30-12

Office Address: 1808 Chicago Ave., Rm. 105

Office Phone: 491-3718

Expected Enrollment: 30

COURSE DESCRIPTION: This course is a practicum in field research methods where students learn by application.

Qualitative research methods are taught: observation, participant observation and interviewing.

P/N allowed.

TEACHING METHODOLOGY: Lectures, assigned readings, supervision of field work projects. Students spend at least 2 hours each week in the field, producing several pages of field notes for each hour in the field. (Use of the computer for work processing expected). Students will formulate individual projects and write term papers under supervision of instructor.

METHODS OF EVALUATION: No exams. Final grade is based equally (50%) on regularity and quality (with allowances for improvement) of field notes and (50%) on the term paper.

READINGS: Required: Spradley and McCurdy,
The Cultural Experience

Recommended: Spradley, The Ethnographic Interview
Spradley, Participant Observation
Schatzman & Strauss, Field Research
Rasalie Wax, Doing Fieldwork
Sheffin Stebbins, Turowitz,
Fieldwork Experience

Gary McClelland
Sociology C30

BASIC STATISTICS FOR SOCIAL RESEARCH (Joint with Political
Science C10)

Time: MWF 1:00

Office Address: 1810 Chicago Ave., Rm. 114

Office Phone: 491-5415

Expected Enrollment: 50

COURSE DESCRIPTION: First course of an advanced sequence in social statistics. For advanced undergraduates and beginning graduate students not previously exposed to quantitative methods.

TEACHING METHODOLOGY:

METHODS OF EVALUATION:

READINGS: To be announced.

Kenneth Dauber

Sociology C76

AMERICAN INDIANS IN THE CONTEMPORARY U.S.

Time: MW 11-12:30

Office Address: 1808 Chicago Ave., Rm 202

Office Phone: 491-3719

Expected Enrollment: 25

COURSE DESCRIPTION: An examination of the place(s) of American Indians in contemporary society, with special attention to the factors that have shaped the experience and identity of Native Americans in this country. Rather than attempting encyclopedic coverage, we will treat the subject of American Indians as an extended case study of the nature of group identities.

PREREQUISITE: A10 or a B-level sociology course. P/N allowed.

TEACHING METHODOLOGY: Lectures and discussion.

METHODS OF EVALUATION: Two short papers, a midterm and a final exam.

READINGS: To be announced.

Karl Monsma

Sociology C76

SOCIOLOGY OF ECONOMIC DEVELOPMENT

Time: TTH 10:30-12

Office Address: 1812 Chicago Ave., Rm. 302

Office Phone: 491-2741

Expected Enrollment: 30

COURSE DESCRIPTION: This course concerns how social institutions and social conflict influence economic development and underdevelopment. Some of the topics covered include the origins of capitalism, the role of resolution and violent conflict in economic change, development of the international economy, unfree labor systems (such as serfdom

and slavery), international migration, multinational corporations, and states and development policies. These subjects will be approached from a comparative and historical perspective.

PREREQUISITES: At least one A or B level sociology class or permission of instructor. P/N allowed.

TEACHING METHODOLOGY: Lecture and discussion.

METHODS OF EVALUATION: Paper, final exam, and class participation.

The following are some of the readings used:

Eric Wolf, Europe and the People Without History (selections)

Robert Brenner, "Agrarian Class Structure and Economic Development in Pre-Industrial Europe"

Barrington Moore Jr., Social Origins of Dictatorship and Democracy (selections)

Daniel Chirot, "The Growth of the Market and Servile Labor Systems in Agriculture"

Albert Hirschman, "A Generalized Linkage Approach to Development, with Special Reference to Staples"

Robert H. Bates, "The Nature and Origins of Agricultural Policies in Africa"

Joanne LaBonte
Sociology C94

SENIOR LINKAGE SEMINAR: THE INSTITUTIONAL ENVIRONMENT FOR BUSINESS ORGANIZATIONS

Time: TTH 7:00-8:30 p.m.

Office Address: 1808 Chicago Ave., Rm. 102

Office Phone: 491-2697

Expected Enrollment: 15

COURSE DESCRIPTION: Recent sociological theories of organizations have stressed that what happens in, to, and between businesses is shaped and constrained by the larger environment in which they operate. One type of environment that is seen as particularly influential, the institutional environment, has been the subject of much theoretical discussion but empirical data are lacking. Institutional theories are thus currently very abstract.

This course is designed to link sociological theories of organizations and their environments, focusing on institutional theories, to the actual institutional environment existing in Chicago today by inviting a variety of speakers from the business world to present information about how their organizations work. Each week, the selected speaker will give a presentation about the local institutional environment during one class meeting, then the second class meeting will be spend discussion the presentation and linking it with course readings on organizational theories. The goal will be to lessen the level of abstraction of these theories, while learning about how organizations in Chicago operate.

TEACHING METHODOLOGY: The class will meet twice a week, one session for the speaker's presentation, and one session to discuss the assigned readings and the theoretical issues elucidated by the speaker's talk.

METHODS OF EVALUATION: Students will write a series of short papers on topics to be announced.

READINGS:

Scott W. Richard. Organizations: Rational, Natural, and Open Systems. A packet of readings available at Kinko's.

Lawrence Ouellet
Sociology C94-0

SENIOR LINKAGE SEMINAR: ILLICIT DRUG USE, POVERTY AND AIDS
IN CHICAGO

Time: F: 1:30-4:30

Office Address: 1810 Chicago Ave., Rm 114

Office Phone: 491-5415

Expected Enrollment: 15

COURSE DESCRIPTION: Students will be introduced to the AIDS Outreach Intervention Project-Chicago, an academically grounded and neighborhood-based outreach program that currently provides one of the most influential models in the U.S. for stemming the spread of HIV among injection drug users (IDUs) and their sex partners. Topics to be examined include an overview of HIV disease among IDUs and their sex partners, problems in assessing drug use and sexual

behaviors, methodological issues in studying hidden, illegal and stigmatized behaviors, theoretical orientations guiding AIDS/IDU research and interventions, the effectiveness of interventions, factors influencing the spread of HIV disease among Chicago's IDUs, the politics of interventions and research, and policy considerations in the battle against AIDS.

TEACHING METHODOLOGY: Lecture, discussion and direct contact with the neighborhood and its inhabitants.

METHOD OF EVALUATION: Students are expected to read the assignments, attend class and be prepared to discuss readings as they relate to issues raised in class (25% of final grade); a research paper and an oral presentation (75% of final grade).

READINGS: TBA

Allan Schnaiberg

Sociology C98-1,2

SOCIOLOGY SENIOR THESIS SEMINAR

Time: MW 3:00-5:00

Office Address: 1808 Chicago Ave., Rm. 103

Office Phone: 491-3202

Expected Enrollment: 40

COURSE DESCRIPTION: Students will develop a thesis project and prepare to collect the information to be included in the thesis. They will also be in contact with a substantive adviser for their thesis topic. The course will meet regularly until the students develop their topics and their plan of research, and several individual conferences will be arranged, until the draft thesis is well under way. Then (during the winter quarter) meetings for presentations of thesis and for critiques will take place. The thesis will be comparable to an honors thesis, and will ordinarily be modeled on an academic article in some subfield of sociology.

PREREQUISITES: Sociology majors only; senior standing or near. No P/N allowed; a K grade is given for the first term,

then changed to the grade of the thesis.

TEACHING METHODOLOGY: Seminar meetings and individual conferences until plans get formed, individual conferences while research and writing goes on, presentation at seminar meetings of draft thesis during the second term.

METHODS OF EVALUATION: The main determinant of the grade will be an evaluation of the quality of the thesis. There will be some consideration of adequate seminar participation.

READINGS: Varies with the topic of the thesis. The student will develop a reading list appropriate to the topic, with faculty consultation.

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Last Updated: May 1993

Fall 1993 Course Descriptions

0473 Statistics

Daniel B. Hall
Statistics B02-0
INTRODUCTION TO STATISTICS
Time: MWF 12-1
Office Address: 2006 Sheridan Road
Phone: 491-5700
Expected Enrollment: 80

COURSE DESCRIPTION: This is a NON-MATHEMATICAL introductory course in statistics and probability. While the course will require computations to solve real data problems, our focus will be on understanding the concepts of statistics and probability rather than on mathematical formulae.

Topics to be discussed include experimentation, descriptive statistics, correlation, regression, probability, sampling and (possibly) estimation and testing.

PREREQUISITES: High school algebra. P/N registration permitted.

TEACHING METHOD: Three lectures per week.

EVALUATION: Weekly quizzes, one midterm and a final examination.

TEXT: D. Freedman, R. Pisani, R. Purves, and A. Adhikari, STATISTICS, second edition.

Yi Cheng
Statistics, B02-0
INTRODUCTION TO STATISTICS
Time: MWF 9-10
Office Address: 2006 Sheridan Road
Phone: 491-2700

Expected Enrollment: 80

COURSE DESCRIPTION: Statistics is the science of data. This science involves collecting, summarizing, organizing, analyzing, and interpreting data. Statistics is also the art of making numerical conjectures about puzzling questions. This course will serve as an introduction to the useful field of statistics; it does not require calculus and makes minimal use of mathematics. Some computation to solve real data problems will be involved, but the emphasis of the course is on understanding the concepts presented.

Topics to be discussed are design of experiments, summarization of data, correlation, regression, probability and chance, survey sampling, estimation, and tests of significance.

PREREQUISITES: High school algebra. P/N registration permitted.

TEACHING METHOD: Three lectures per week.

EVALUATION: Will be based on quizzes, one midterm and a final examination.

TEXT: D. Freedman, R. Pisani, R. Purves, and A. Adhikari, STATISTICS, second edition.

Edwin Denson

Statistics, B10

INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES

Time: MTW 11-12, Disc Th or F 11-12

Office Address: 2006 Sheridan Road

Phone: 491-3974

Expected Enrollment: 150-200

COURSE DESCRIPTION: This is an introductory course in statistics. The emphasis will be on basic concepts useful in more advanced courses in the social sciences. A problem session will be held once a week in addition to the lectures. Time and place will be announced in class.

PREREQUISITES: None.

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

TEXT: "Statistical Concepts with Applications to Business and Economics" by R.W. Madsen and M.L. Moeschberger (Second Edition).

Bruce D. Spencer
Statistics, C25-0

SURVEY SAMPLING

Time: TTh 9-10:30

Office Address: 2006 Sheridan Road

Phone: 491-5810

Expected Enrollment: 15

COURSE DESCRIPTION: Probability sampling; simple random sampling; error estimation; determination of sample size; stratification; systematic sampling; replication methods; ratio estimation and regression estimation; pseudo-replication method; cluster sampling; multiphase sampling; non-sampling errors.

PREREQUISITES:

TEACHING METHOD: lecture twice weekly.

EVALUATION: Homework assignments, midterm and final exams; possibly a project.

TEXT: Leslie Kish, Survey Sampling, Wiley, 1965.

Shelby J. Haberman
Statistics, C50-0

REGRESSION

Time: TTH 10:30-12:00

Office Address: 2006 Sheridan Road

Phone: 491-5081

Expected Enrollment: 10

COURSE DESCRIPTION: This course will focus on multiple linear regression and will cover the topics of model fitting, inference, model diagnostics and residual analysis, and variable selection methods. Nonlinear regression will also

be touched upon.

PREREQUISITES: A previous course in Statistics and in matrix algebra.

TEACHING METHOD: Lectures

EVALUATION: Homework 50%, Take-home final 50%.

TEXT: Draper, N.R., and Smith, H.(1981), Applied Regression Analysis, 2nd ed., John Wiley.

Thomas Severini

Statistics D20-1

Introduction to Statistical Theory and Methodology

Time: TTh 2:30-4

Office Address: 2006 Sheridan Road

Phone: 7-1254

COURSE DESCRIPTION: The goal of this course is to provide a comprehensive introduction to statistical theory and methodology at a level not requiring advanced probability theory (i.e. measure theory). The course will cover all major areas of statistical theory including distribution theory, theory of estimation and hypothesis testing, large-sample theory, Bayesian methods, and decision theory. The emphasis will be on those theoretical topics that are used in the development of statistical methods and the application of theoretical ideas to models used in practice, such as normal-theory linear model, will be considered in detail. The course is intended to be useful to students in areas such as engineering and economics as well as students in statistics.

PREREQUISITES: Probability Theory (e.g., Math C30), calculus (e.g., Math B15), linear algebra (e.g., Math B17) and a course in statistical methods (e.g., Statistics C20).

TEXTS: Bickel, P. and Doksum, K., Mathematical Statistics; Holden-Day Publishers; Cox, D. and Hinkley, D., Theoretical Statistics; Chapman and Hall Publishers

Shelby J. Haberman

Statistics D54

Time Series Analysis

Time: TT 1-2:30

Office Address: 2006 Sheridan

Phone: 491-5081

Expected Enrollment: 7

COURSE DESCRIPTION: Time series are observations gathered over time. Their analysis typically involves techniques based on either Fourier analysis or regression analysis. Fourier analysis leads to harmonic regression, power spectra, cross-spectra, and the study of linear filters. Fourier methods typically emphasize problems of estimation in which minimal assumptions are made concerning underlying statistical models. Regression analysis leads to ARIMA models for time series. In the case of ARIMA models, both problems of model selection and problems of estimation are present. Both approaches are considered in the course.

PREREQUISITES: Students in the course are assumed to have had a previous class in regression analysis and are assumed to be familiar with basic properties of complex numbers and trigonometric functions.

TEACHING METHOD: Lectures.

EVALUATION: Homework is graded. There is a take-home final examination.

TEXT: The required text is Bloomfield, P., Fourier Analysis of Time Series: An Introduction. Box, G.E.P., and Jenkins, G.M., Time Series Analysis, Forecasting and Control, is recommended.

Yi Cheng

Statistics, D61

Decision Theory and Bayesian Analysis

Time: MWF 2-3

Office Address: 2006 Sheridan Road

Phone: 491-3974

COURSE DESCRIPTION: Decision theory refers to a class of statistical problems which involve research into certain critical parameters; the value of these parameters determine the effectiveness of certain decisions the statistician must

make. Bayesian decision analysis is a unified theory derived from decision theory and Bayesian statistical inference; It is a useful tool to many professionals, including operations researchers, businessmen, economists, engineers, psychologists and computer scientists.

Topics to be discussed include Bayesian and decision theoretic formulation of problems; construction of utility functions and quantifications of prior information; Bayesian decision method and inference with applications; combination of evidence; introduction of minimax procedures and admissibility.

PREREQUISITES: Calculus, Statistics C20-1,2 or equivalent.

TEXT: James Berger, Statistical Decision Theory and Bayesian Analysis, 2nd Edition, 1985.

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Last Updated: May 6, 1993

Fall 1993 Course Descriptions

0480 Women's Studies

Frances Freeman Paden

Women's Studies B31-0

INTRODUCTION TO WOMEN'S STUDIES

Time: TTH 1-3

Office Address: 1902 Sheridan Rd.

Phone: 491-4974

Expected Enrollment: 60

COURSE DESCRIPTION: Topics to be covered include Women in the Arts/ Literature/Popular Culture, Women in Other Times/Other Places, The class will address some of the problematics of feminism: How can women work as a collective body while recognizing cultural differences? In what ways do race, class, and ethnicity intersect in feminist studies? Readings from the new scholarship on women will supplement fiction and arts presentations. The course is interdisciplinary in nature and features the diversity of women's experience across lines of class, color, ethnic origin, and sexual orientation. It includes films, performances, and guest lecturers. The course is open to all interested students, whether or not they have had B30.

PREREQUISITES: None.

TEACHING METHOD: Lecture, Performance, Discussion.

EVALUATION: Two Midterms, Informal and Formal Writing, Discussion

TENTATIVE READING LIST:

Audre Lorde, *Zami*

Zora Neale Hurston, *Their Eyes Were Watching God*

Charlotte Perkins Gilman, *The Yellow Wallpaper*

Virginia Woolf, *A Room of One's Own*

Maxine Hong Kingston, *Woman Warrior*

Toni Morrison, *The Bluest Eye*

Margaret Atwood, Surfacing
Ntozake Shange, For Colored Girls . . .
Sandra Cisneros, The House on Mango Street
A packet of readings prepared by the instructor

Hollis Clayson
Women's Studies C98-1
RESEARCH SEMINAR IN WOMEN'S STUDIES
Time: TH 2-5
Office Address: 208 Kresge
Office Phone: 491-8025/3230
Maximum Enrollment: 15

COURSE DESCRIPTION: The course offers a theoretical framework and the practical groundwork to prepare Seniors (and perhaps Juniors) for individual research in the two follow-up quarters. The focus will be Feminist Theory and Visual Representation.

PREREQUISITES: Must be either a Senior in the Women's Studies Certificate Program or a Senior Art History major. Consent of instructor is required. Open to Juniors, space permitting.

TEACHING METHOD: Seminar style exchanges in which readings and issues will be discussed. Discussions will be lead by the students and the instructor.

METHOD OF EVALUATION: Class participation, abstracts of readings, and final prospectus for individual/independent research project to be carried out over the course of the 1993-94 academic year.

READINGS: TBA

Gillian Bentley
Women's Studies C92
BEHAVIORAL BIOLOGY OF WOMEN
Office: 1810 Hinman #55
Telephone 491-4839

COURSE DESCRIPTION: This course explores female behavior from an evolutionary perspective, and introduces students to basic Darwinian concepts. A major portion of the class will be spent on women's biosocial development from puberty, through reproductive processes such as pregnancy and lactation, to menopause and aging. The course also explores female life-history strategies in a variety of cultural settings. Examples will be drawn from foraging, horticulturalist, intensive agriculturalist, and modern industrial societies. Issues of women's repression and autonomy within these groups will be explained, and we will attempt to address the roles of biology and culture in shaping women's lives.

PREREQUISITES: None

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

REQUIRED READINGS:

S. B. Hardy (1981) *The Woman That Never Evolved*

Marjorie Shostak (1981) *Nisa: the Story of a !Kung Woman*

Y. Murphy and R. F. Murphy (1985) *Women of the Forest*, 2nd edition

E. Fernea Warnock (1965) *Guests of the Sheik*

And a coursepack of supplementary readings

Also recommended: M. Johnson and B. Everitt (1988) *Essential Reproduction*, 3rd edition

Nancy A. Matthews

WOMEN'S STUDIES B10

INTRODUCTION TO WOMEN'S STUDIES

Office: 2000 Sheridan Rd.

Telephone: 491-5871

Time: TBA

COURSE DESCRIPTION: This course introduces feminist approaches to understanding how gender, race, class, and other social hierarchies permeate everyday life, social structure, and culture. We will examine ways of seeing, what others have seen, and efforts to see and act differently to create change. We will draw on social sciences, literature, arts, and natural sciences to explore the construction and representation of women and the "others" -- sexuality,

material resources, appearance, age, ect. Topics include feminist history, women's place in politics, religion, and science, families and work, violence against women, representation of and work by women in the arts and literature. Examples of readings include selections from Egyptian feminist physician and novelist Nawal El Saadawi, African American law professor Patricia Williams, lesbian historian Lillian Faderman, feminist theorist bell hooks, poets Rosario Morales and Aurora Levins Morales, and journalist Susan Faludi.

PREREQUISITES: none

METHOD OF EVALUATION: midterm exam and paper.

REQUIRED READING: TBA

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Last Updated: May 1993

Fall 1993 Course Descriptions

0482 Integrated Arts Programs

Gary Greenberg, Kathleen Kaun

Integrated Arts B91-3

MODES OF MUSIC

Office: MAB 119/403

Phone: 491-5431/5734

Enrollment: 20

COURSE DESCRIPTION

The goal of this course is to involve students in musical activities that will help them develop a deeper understanding of music. To accomplish this goal, students will work as composers, performers, theorists and listeners in projects that use the voice, instruments (homemade and/or traditional) and digital synthesizers controlled by the Macintosh computer. Students will listen to pieces that will provide models for composition and performance activities. Readings will include articles by musicians that provide different perspectives on the musical activities in the class. The course is organized in three modules. The first module explores the elements of music, the second is concerned with creating musical process, and the third module explores developing musical structure. The final week of the class will be devoted to rehearsal and a final performance of a piece composed and performed by the class as a whole. This piece will be the culmination of composition and performance activities undertaken throughout the quarter.

PREREQUISITES:

A03 ART PROCESS or permission of instructor.

No other previous music study is expected.

TEACHING METHODOLOGIES:

The course is team-taught in a studio/discussion format.

REQUIREMENTS:

A listening journal.

Regular composition/performance projects with a short written

discussion/analysis at the end of each of the three modules.
A paper at the end of the quarter reflecting on the final
project.

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Last Updated: May 1993

Fall 1993 Course Descriptions

0495 International Studies

John B. Godfrey

International Studies, B01-1

Introduction to the World Systems

Spring Quarter, 1993

Office Address: 620 Library Place

Office Phone: 491-7323

Expected Enrollment: 120

COURSE DESCRIPTION: This course examines the processes that, from around 1500 or so, have refigured economies, states, communications, technologies, environments, institutions, cultures, identities, and ways of knowing. The organization of the course is broadly chronologic and comparative. It considers the connections between the many "ground levels" and the many "outer worlds" through which these global processes worked themselves out. In the first quarter of this two-quarter sequence, the class will explore the emergence of maritime and overland trading systems from the 16th to 18th centuries, the economic and political terms of the encounters among the world's regions that took place as these systems expanded in scope and strength, the demographic and environmental contexts for these encounters, and related innovations in the organization of settlement, trade, work, consumption, and the production of knowledge.

EVALUATION: Comprehensive geography exam; paper; final exam

READING:

Rand McNally Atlas of World History

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England*

Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History*

Jonthan Spence, *The Memory Palace of Matteo Ricci*

FILMS:

The Return of Martin Guerre

Quilombo

The Black Robe

The Rise of Louis XIV

A Day on the Grand Canal
with the Emperor of China

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Last Updated: May 1993

Fall 1993 Course Descriptions

0601 Communication Studies

Staff

Communication Studies 601-A01

INTERPERSONAL COMMUNICATION

Office Address: Harris Hall, Room 7

Phone: 491-7532

Expected Enrollment: 22 students per section

COURSE DESCRIPTION: Through lecture, discussion and exercises, this course introduces students to key concepts in the study of interpersonal communication. The course is designed to: increase students' awareness and understanding of communication processes; encourage students to think critically about communication theory and practice; provide background for upper-level communication courses. No prerequisites.

TEACHING METHOD: While some sessions are devoted to lecture about basic concepts and models, a significant portion of class time is allotted for student participation.

EVALUATION: Varies somewhat with instructors. In general, the course grade is based on examinations, papers, projects and class participation.

Staff

Communication Studies 601-A02

PUBLIC SPEAKING

Office Address: Harris Hall, Room 8

Phone: 491-7532

Expected Enrollment: 22 per section

COURSE DESCRIPTION: This course provides an introductory survey of public speaking principles and forms. Though the emphasis is on the practice of public speaking, critique is also stressed. Therefore, students are afforded several opportunities to deliver speeches to the class and also to

act as critics in judging the effectiveness of sample speeches.

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.

James Ettema

Communication Studies 610-B01

RESEARCH METHODS IN COMMUNICATION STUDIES

Office Address: Harris Hall, Room 25

Phone: 491-7532

Expected Enrollment: 70

COURSE DESCRIPTION: This course provides an introduction to the methods for studying social behavior in general and human communication in particular. We begin the course by examining the scientific method as a basis for social inquiry. The remainder of the course includes an examination of such topics as problem formulation, research design, measurement of social phenomena, and an introduction to elementary statistical techniques.

After completing this course, students will be familiar with the terminology and techniques of social research and should have a critical perspective towards the scholarly research which they will read in advanced courses. Students also will be capable of designing and carrying out simple communication research projects.

TEACHING METHOD: Lectures, exercises.

EVALUATION: Exams.

Joseph B. Walther

Communication Studies 610-B05

THEORIES OF PERSUASION

Office Address: Harris Hall, Room 21

Phone: 491-7532

COURSE DESCRIPTION: Influencing others and being influenced is essential to human society and human relationships. This introductory course is designed to make the student aware of major theoretical perspectives and research findings regarding social influence on people's attitudes, cognition, and behavior. The student is expected to develop familiarity and exhibit conceptual and practical understanding of the concepts and theories presented in the texts and in class. The primary course content will draw on social scientific theory and research, and will be supplemented through analysis of personal, social, and fictional accounts of persuasion. Persuasion will be examined at several levels, from large scale social to interpersonal phenomena.

TEACHING METHOD: Due to the large enrollment in this course, the primary method of instruction will be lecture with class discussion. Students should be prepared to ask questions and provide examples. The instructor will illustrate the theories and research discussed. Students are encouraged to follow up on issues and questions during office hours.

METHODS OF EVALUATION: The final grade will be determined by the following:

- * A multiple-choice, matching, and short-answer midterm examination (45%).
- * A multiple-choice, matching, and short-answer final examination (50%).
- * A short essay applying principles from the course material to a persuasive text (advertisement, speech, etc.,) (5%).

REQUIRED READING: Bostrom, Robert N. (1983). Persuasion. Englewood Cliffs, NJ: Prentice-Hall.

Thomas Goodnight

Communication Studies 610-B10

LANDMARKS IN RHETORICAL THEORY

Office Address: 1815 Chicago Avenue

Phone: 491-7530

Expected Enrollment: 30

COURSE DESCRIPTION: Landmarks is an introduction to the rhetoric area. As an introductory course, it is designed to acquaint students with key concepts and techniques of analysis pertinent to the rhetoric program--the study of public address, criticism, argumentation, philosophy of communication, rhetorical theory, and popular culture. Landmarks examines key classical texts that ground and overarch contemporary communication theories and practices.

Landmarks is a lecture course, primarily, and the lectures tend to be speculative and discursive. You will be expected to do a fair amount of reading, your share of discussion, and a certain amount of writing. There will be one report, one examination, and a final term paper. The latter, a critical essay of from 10 to 15 pages, should represent an attempt to discern, and to discuss, the rhetorical aspects of some communicative situation of interest to you. The paper should be original and written specifically for this course. It will be due the last day of class.

At the conclusion of the course you should have a deepened understanding of the nature of rhetoric and its relation to other human concerns; some knowledge of its terminology, theory, and history; and some acquaintance with its critical application.

EVALUATION: Final grades will be based on a consideration of the quality of class discussion, the report, the examination, and the term paper. There will be a penalty of one grade point when incompletes are made up.

TEXTBOOKS: Hembold, Plato's Gorgias; Cooper, Aristotle's Rhetoric; Bailey, Essays on Rhetoric; Schwartz and Rycenga, The Province of Rhetoric; Grub, Longinus on Great Writing; Ehninger, Contemporary Rhetoric; Murphy, A Synoptic History of Classical Rhetoric.

Michael J. Hyde

Communication Studies 610-B35

PHILOSOPHY OF LANGUAGE AND COMMUNICATION

Office Address: 1815 Chicago Avenue, Room 206

Phone: 491-7530

Expected Enrollment: 35

COURSE DESCRIPTION: This course is an exploration of the relationship between language and human communication behavior. Topics of concern include how language structures individual world-views, the process of meaning formation, therapeutic communication, and the experience of creativity. The approach in this course is primarily that of existential phenomenology. This approach enables one to show how the relationship between language and human communicative behavior affects, and is affected by, such phenomena as meaning, freedom, anxiety, alienation, death, etc. Models drawn from phenomenology are introduced as ways for conceptualizing the relationships.

No prerequisites. Course is open to undergraduate students throughout the University.

Kathleen Galvin

Communication Studies 610-B41

THEORIES OF RELATIONAL COMMUNICATION

Office Address: Harris Hall, Room 6

Phone: 491-7532

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 how the self-concept is developed through interaction with others, how rewards impact on relational satisfaction, how interpersonal relationships develop and decline. Special emphasis (particularly in the second half of the course) will be placed on friendships and romantic involvements.

This course also serves as a prerequisite for a variety of C-level courses (C-40, Interpersonal Conflict; C-47, Communication and Well-Being; C-81, Classroom Communication Behavior; and C-82, Family Communication).

Staff

Communication Studies 610-B50

THEORIES OF SMALL GROUP PROCESSES

Office Address: Harris Hall, Room 7

Phone: 491-7532

Expected Enrollment 24

COURSE DESCRIPTION: The purpose of this course is to enhance the sensitivity and understanding of students with respect to the dynamics of small group communication. This is accomplished through exposure to theoretical concepts, empirical research findings, and the experience of participation in a self-analytical group.

No prerequisites, although A01, Interpersonal Communication, is recommended as a prior course.

TEACHING METHOD: The class will be taught in a combined lecture/discussion/group activities format. Group activities are videotaped and analyzed in class.

EVALUATION: There is a 5 page paper, final examination, and a group project. Lack of attendance and group participation will affect students' overall evaluation.

Mark Palmer

Communication Studies 610-B60

THEORIES OF ORGANIZATIONAL COMMUNICATION

Office Address: Harris Hall, Room 2

Phone: 491-7532

Expected Enrollment: 50

COURSE DESCRIPTION: This course is designed to provide a theoretical overview of various approaches to the study of communication processes as they relate to organizations. Topics include: individual and interpersonal communication in organizational settings, structural and functional models of organizations, communication networks, development of organizational culture and the discussion of a general model of task-oriented, applied communication.

No prerequisites.

TEACHING METHODOLOGY: The classes will be taught primarily as lecture sessions with ample room for student discussions.

EVALUATION: Students final grade will be based on a weighted combination of three, noncumulative exams.

Scott Deatherage

Communication Studies 610-B90

FORENSICS

Office: 1809 Chicago Avenue

Phone: 491-7916

Expected enrollment 10

COURSE DESCRIPTION: The course is offered in conjunction with participation in the intercollegiate debate program. Through participation in intercollegiate debate tournaments, students are able to develop and practice advanced techniques in argument.

PREREQUISITES: Speech A04, one year's experience in intercollegiate debate, permission of the instructor.

TEACHING METHOD: Participation in a least 24 debates at three or more tournaments, debriefings at meetings of the debate society, construction of affirmative and negative arguments.

EVALUATION: Grades are based on completion of required research assignments, participation in the required number of debates, attendance at debriefings.

READINGS: TBA: Grades are based on completion of required research assignments, participation in the required number of debates, attendance at debriefings.

READINGS: TBA

Thomas Farrell

Communication Studies 610-C10

GREEK RHETORICAL THEORY

Office Address: 1815 Chicago Avenue

Phone: 491-7530

COURSE RATIONALE: Core courses in Department's rhetoric sequence. This is a renumber of D10 so that it may be taken by advanced undergraduates as well as graduate students.

COURSE DESCRIPTION: Survey of the history of the Greek rhetoric from its origins in the fifth century B.C. through the Byzantine period. The main concentration is the

classical period, with special attention to Gorgias, Protagoras, Socrates, Plato and Aristotle.

PREREQUISITES: Junior or Senior standing and consent of the instructor.

COURSE SCHEDULE: Course will meet twice a week for two-hour lecture-discussions.

Michael Leff

Communication Studies 610 C25-1

RHETORICAL HISTORY OF THE UNITED STATES

Office Address:

Phone: 491-

Expected Enrollment: 80

COURSE DESCRIPTION: United States History will be studied from a perspective which focuses on the communication of messages to influence belief and action. An attempt will be made to develop rhetorical interpretations of dominant social forces spawned. Consideration will be given both to the analysis of specific rhetorical acts and to the study, from a rhetorical perspective, of broader social themes. C25 is a three quarter sequence; C25-1 covers the period prior to the Civil War. Special attention is given to the Colonial Sermon, propoganda and the Revolution, the debates of the Constitution, establishing the new government, 19th Century social reform movements, and the slavery controversy.

PREREQUISITES: None, though background in U.S. History and Rhetorical Criticism is helpful. P/N allowed, but all requirements must be completed with passing grades to receive a P.

TEACHING METHODOLOGY: Three lectures per week, together with additional options as described below.

EVALUATION: There will be a required final examination which will count 30% of the grade. The remaining 70% may be composed as each student selects from among the following options: midterm examination, weekly seminar in the analysis of public address, two short critical essays, longer research paper.

READINGS: Ronald F. Reid, ed., Three Centuries of American Rhetorical Discourse; James R. Andrews and David Zarefsky, ed., American Voices; Karlyn K. Campbell, ed., Man Cannot Speak for Her; Edmund S. Morgan, The Birth of the Republic, 1763-89; Avery O. Craven, The Coming of the Civil War; Speeches in United States History (instructor compilation).

Michael Roloff

Communication Studies 610-C63

BARGAINING AND NEGOTIATION

Office Address: Harris Hall, Room 21

Phone: 491-7532

Expected Enrollment: 30

COURSE DESCRIPTION: This course will focus on the process of bargaining and negotiation. As such, theories developed in the social sciences concerning these processes will be discussed with the specific goal of generating empirical research focusing on the role of communication in bargaining and negotiation. Several research papers will be required. The thrust of the papers will focus on the conceptualization of hypotheses and proposals for appropriate methodologies.

PREREQUISITES: B01-1 Research Methods in Communication Studies; B05 Theories of Persuasion; B60 Theories of Organizational Communication

REQUIRED BOOK: Lewick, R. and Litterar, J., Negotiation (1985). Irwin: Homewood, IL.

Scott Deatherage

Communication Studies 610-C80

POLITICAL COMMUNICATION

Office Address: 1809 Chicago Avenue, Room 204

Phone: 491-7530

Expected Enrollment: 50

COURSE DESCRIPTION: This course is designed as an introduction to the process and operation of political communication within the American political system. Political communication is constructed broadly to include the instrumental and symbolic functions of utterances within

organized political frameworks. The course will dissect the various communication phases of a political campaign, including various speaking contexts, the role and impact of primaries, the role and impact of conventions, free and paid media strategies, and the form and function of political debates.

PURPOSE OF COURSE: To provide students with an in-depth understanding of political communication in the intersection of the public, media and candidate spheres. To provide a useful analytic overview of political communication in the United States. To encourage discussion of issues, problems and prospects of contemporary political communication events.

EVALUATION: This is primarily a discussion course. Substantial emphasis will be placed on student participation. In-class presentations by students will be required. The final project will require students to design a strategy for the coming presidential campaign. Some guest speakers may appear.

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: 4 one hour exams.

READINGS: One text, Video Economics, plus course pack assembled by Professor.

John McKnight
Paul Arntson
Communication Studies 601-C95

COMMUNITY INTEGRATION OF PEOPLE WITH DISABILITIES

Office Addresses: 2040 Sheridan Road
3342 Francis Searle Building

Phone: 491-7532

COURSE OBJECTIVES: The purpose of the course is to understand how people with disabilities can be incorporated into the civic and social life of communities. By reviewing local integration initiatives, issues concerning the roll of professionals, the very language used to describe the initiatives, the social service system's responses, and the appropriate agents and communities for initiating these integration efforts will be discussed.

TEACHING METHODOLOGY: After the instructors develop the overall framework for the course, the students will be responsible for leading discussions on the readings. A number of guest lectures will also stimulate class discussions.

EVALUATION: Students, individually or in small groups, will generate a term project based on field observations and library research.

Instructors:

Paul Arntson, Professor of Communication Studies
David Doyle, Law Partner, Pope and John
Steven Lubet, Professor of Law
Michael Roloff, Professor of Communication Studies
Communication Studies 601 C95 and E25

SPECIAL TOPICS IN COMMUNICATION STUDIES

Office Address: Searle, Room 3342

Phone: 491-5838

Expected Enrollment: 50

This course will be taught in the law firm of Pope and John, Wednesdays 6:00-9:00 p.m. The class will consist of 10 first year law associates, up to 30 senior pre-law students, and up to 10 law students.

OBJECTIVES: This course draws from theory, research, and the experiences of practicing attorneys in order to understand and improve communication in the litigation process. By both observing attorneys demonstrating and talking about various aspects of the litigation process and discussing relevant

communication theories and research, students learn what can be effective communication in the legal profession.

COURSE DESCRIPTION: Each evening a different topic in the litigation process is discussed along with relevant theory and research findings. Topics include settlement negotiations, depositions, jury selection, opening and closing arguments, and jury deliberations. Theory and research findings about bargaining and negotiation, information seeking, nonverbal communication, persuasion, story telling, attribution processes, and group decision-making are discussed in relationship to specific litigation topics. A small reading packet is put together for the course.

TEACHING METHOD: For the first seven Wednesday evenings the class is divided into three parts:

- (1) a law partner from Pope and John talks about the topic;
- (2) theory and research concerning the topic is discussed;
- (3) the students participate in a litigation exercise.

The final three evenings are spent observing, analyzing and participating in a moot trial that is videotaped. A light supper is served before each class session.

EVALUATION: Each student completes three small papers and one term project. The term project can be done with other students in the class. The first small paper consists of a settlement negotiation plan based on a case study. The second and third small papers are an analysis of an opening and closing argument taken from the Rodney King transcripts.

No prerequisites.

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Last Updated: May 1993

Fall 1993 Course Descriptions

0605 Performance Studies

Paul Edwards, Supervisor

General Speech A03

ANALYSIS AND PERFORMANCE OF LITERATURE (4 sections, each taught by a different instructor)

Office Address: 1979 Sheridan Rd. Room 200

Phone: 491-3171

Expected Enrollment: 20 per section

COURSE DESCRIPTION: A basic course in critical reading, discussion, performance, and written analysis of poetry, short stories, and nonfiction texts. The course provides training in expository and critical writing as well as solo performance. Non-Speech students are welcome.

Open to P/N to all but Performance Studies majors; non-majors welcome.

TEACHING METHODOLOGIES: Each section is limited to 21 students. The course emphasizes the student's involvement in literature through individual performance and through active participation in discussion.

METHOD OF EVALUATION: Minimum requirements for each section: three performances; three papers; some kind of pre-final written testing, such as short quizzes or a midterm examination; a written final examination.

BOOKS: A03 Handbook (coursepak)
Hall, To Read Literature (3rd Edition)

Frank Galati

Performance Studies B10-2

PERFORMANCE OF NARRATIVE FICTION

Office

Address: 1979 Sheridan Rd., Room 229

Phone: 491-3234

Expected Enrollment: 20

COURSE DESCRIPTION: The central goal of this course is to help the student to reach an experiential understanding of prose fiction through the act of performance. Emphasis is placed upon the short story form, with specific stories selected for exploration through discussion and performance. It is assumed that the student will have had some exposure to the basic principles of interpretation in A03 (or its equivalent). Students with this background are expected to be comfortable with the conventions of the solo performance of prose fiction. The course includes written analysis, an exercise in adapting and staging a short story, discussion, and solo performance.

PREREQUISITE: A03. Open to P/N to all but departmental majors.

Time required for course work outside of class will vary from week to week, but it should average between four and six hours a week.

TEACHING METHODOLOGIES: Emphasis is placed upon active participation in class discussions. The quality of written work and the development of performance skills.

METHOD OF EVALUATION: Two graded solo performances, each 5-10 minutes in length, One graded group performance and two analytical papers, each 5-10 pages. There will be a final written examination. Attendance is mandatory.

SAMPLE TEXTS:

N. Gogol, Diary of a Madman and Other Stories
J. Joyce, Dubliners
F. O'Connor, Everything That Rises Must Converge
S. Elkin, The Living End.

Johannes Birringer

Performance Studies B10-3

PERFORMANCE: PROCESSES AND STRATEGIES

Office Address: 1979 Sheridan Rd., 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)

Margaret Thompson Drewal
Performance Studies C07-2

STUDIES IN GENDER AND PERFORMANCE

Office Address: 1979 Sheridan Rd., Rm. 211

Phone: 491-3275, 491-3171

COURSE DESCRIPTION:

This is one in a series of interdisciplinary courses incorporating recent scholarship on gender and performance, taking into account historical and theoretical research in the field as well as cross-cultural perspectives. This series examines enactments of gender, women's contributions to culture, and political issues raised by performance

practices. This term's course will focus on

Note: The three seminars 630 C07-0, 605 C07-1, 605 C07-2 are designed so that they need not be taken sequentially.

PREREQUISITES: By permission of instructor.

TEACHING METHOD: Each week a group of students will lead critical discussions of the required texts on women's performance in the interstices of culture.

EVALUATION: Class participation 25%,
oral presentation 25%,
research paper 50%.

Dwight Conquergood

Performance Studies, C15-0

NON-FICTION STUDIES

Office Address: 1979 Sheridan Rd., Room 226

Phone: 491-3259, 491-3171

Expected Enrollment: 20

COURSE DESCRIPTION: A study of non-fiction through exploration of the dramatic impulse in selected histories, biographies, essays, speeches, letters, diaries, slave narratives, autobiographies, and the new journalism. Interest in the relationship between fiction and non-fiction, art and life, aesthetics and rhetoric, truth and fact will cut across class discussions of individual non-fictional works. Students should leave the course with an enhanced appreciation of the performance possibilities of nondramatic works, and a sharpened awareness of the interdependence of creativity and communication.

PREREQUISITES: A03. Nonmajors welcome; P/N option available to all but departmental majors.

TEACHING METHODOLOGIES: Class discussions, occasional lectures, individual conferences.

METHOD OF EVALUATION: Everyone is responsible for readings, discussion, and final examination. Beyond that each student, in consultation with me, devises his/her own assignments from a list of evaluation options which includes short

performances, lecture-recitals/one-person shows, Readers/Chamber Theatre adaptations and/or productions, papers, and research projects. Some performance and critical projects may deal with works not on the reading list. The flexibility of this system is intended to encourage initiative, innovation, and responsibility.

Dwight Conquergood

Performance Studies C27

FIELD METHODS IN PERFORMANCE STUDIES

Office Address: 1979 Sheridan Rd., Room 226

Phone: 491-3171, 491-3259

COURSE DESCRIPTION: An introduction to ethnographic fieldwork research methods for graduate students and motivated undergraduates. By "fieldwork" we mean "open air" research as opposed to "armchair" research—getting out of the ivory tower and into some natural setting where you can learn about another way of life through observation and participation. Fieldwork is a craft—*as much an art as it is a science*—and, like any craft, it is learned primarily in two ways: storytelling and practice. We will be using a number of books in which experienced ethnographers tell stories about fieldwork practices. I will also share stories from my fieldwork practices from time to time. Students will be required to conduct extensive fieldwork research for this course.

PREREQUISITE: Some background coursework in performance studies is recommended, but not required. The most important attribute is an open mind and a willingness to take on the often labor-intensive work of fieldwork research.

READING LIST:

C. Smith & W. Kornblum, *In the Field: Readings on the Field Research Experienced.*

L.L. Langness & Gelya Frank, *Lives: An Anthropological Approach to Biography*

J. Van Maanen, *Tales of the Field: On Writing Ethnography*

R. Rosaldo, *Culture and Truth: The Remaking of Social Analysis*

A. Feldman, *Formations of Violence: Narrative of the Body and Political Terror in Northern Ireland.*

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Last Updated: May 1993

Fall 1993 Course Descriptions

0615 Radio, Television and Film

Rick Morris

Radio/TV/Film C30

Electronic Media Management

Office Telephone: 467-1160

Time: TuTh Louis Hall Rm 119

Office Address: 322 Annie May Swift Hall

Course Description: This course will examine media management for television, cable, radio and other communications industries. Topics include: media acquisition; organization and staffing; capital and operating budgets; personnel motivation and management; business ethics; traffic, production, business affairs and other support departments; engineering and physical plant in technology based industries; and acquisition of new technologies. Emphasis will be placed on management theories, techniques and problem solving.

The course will have no examinations, except the take home final. Instead, we will be confronted by a problem embodied in our readings and/or a case study each week. We will apply the lessons learned in class to resolve these problems. Each of these problems will require a two to three page write-up. The take-home final will require creation of a substantial position paper of at least 10 pages. In addition to extensive consideration of several different types of electronic media, students will be oriented to the use of industry data, and work on business-style writing skills.

Teaching Method: Lecture-Discussion, exercises as above.

Readings: Pringle, et. al., Electronic Media Management, 2d Ed., Boston: Focal Press, 1991.

Other supplementary text(s), reserve readings, and

contemporary industry articles and literature.

Prerequisites: Junior, Senior or Graduate Student Standing in R/TV/F Department. Other departments by instructor permission. No course prerequisites, but it is strongly recommended that R/TV/F students have taken at least one other media industry studies course (R/TV/F C42, C55, C31, C33, C41, C45, C50 etc) prior to or concurrent with enrollment in this class.

Rick Morris

Radio/TV/Film C31

Broadcast Regulation

Time: TuTh 3-5PM Rm 119 Louis Hall

Office Address: 322 Annie May Swift Hall

Office Telephone: 467-1160

This course will survey the regulation of broadcasting. the course will approach the various regulations from three perspectives: 1) Management of Broadcast Entities, 2) Intellectual and Public Policy Framework for the Regulation and 3) Basic Legal Theory of Broadcast Regulation. The course will keep all three perspectives while examining four areas of regulation: Acquiring and Keeping the Broadcast Franchise, Regulation of Content and Speech, Other Laws Affecting Broadcasting and New Technologies. Evaluations will be based on one hourly examination, a short position paper, a final, and class participation.

Teaching Method: Lecture-Discussion, class participation is expected.

Primary Text: Carter, Franklin and Wright, The First Amendment and the Fifth Estate, New York: Foundation Press (1989).

Carter, Franklin and Wright, 1992 Supplement to the First Amendment and the Fifth Estate, New York: Foundation Press (1992).

Reading Packet, additional reserve readings.

Prerequisites: Junior, Senior or Graduate Student Standing in R/TV/F Department, or Permission.

Chuck Kleinhans

Radio/TV/Film C23-1

Experimental Film: History and Aesthetics

Time: M W 1-3PM Room 119 Louis Hall

Office Address: 316 Annie May Swift Hall

Office Telephone: 491-2255

This course is an introduction to the history and aesthetics of the film avant garde from the 1920s in Europe to contemporary US work. Emphasis is on exploring the range of experimental film practice and developing critical and aesthetic concepts for discussing avant garde work. This course is a prerequisite for C23-2, Experimental Video: History and Aesthetics which will be offered winter quarter.

Teaching Method: Screening, lectures discussions, readings and off-campus screening. Films are the main texts for the course. Films will be screened in class and cannot be seen at other times. Thus, attendance is important and will help determine the grade. Assigned work includes five reports on field work in Chicago's experimental film and video scene and adjoining art world, a midterm and a final. (Grad students will do additional readings.)

Primary text: Sitney, P. Adams, Visionary Film: The American Avant-garde, 1943-1978. Oxford Paperback

Rabinovitz, Lauren, Points of Resistance: Women, Power and Politics in the New York Avant-garde Cinema, 1943-71. Illinois paperback.

Prerequisites: undergrads in RTF B20; grads, permission of instructor.

Chuck Kleinhans

Radio/TV/Film D26

Studies of Cross-Cultural Analysis in Radio/TV/Film

Time: Tu 6-10 pm Annie May Swift Hall 325

Office Address 316 Annie May Swift Hall

Office Telephone: 491-2255

This course examines the theory and practice of media which Cross dominant/marginal cultural boundaries. Emphasis is on some basic concerns in international cross-cultural analysis, such as: the question of documentary realism; ethnographic, grass roots, and political approaches; problems of verbal and nonverbal translation; variations in reception; and professional ethical questions. Various examples will be screened and discussed to develop a comparative analysis of different media and modes of representation.

Teaching method: Lectures, reading, screening and discussions provide a basis framework for an ongoing student journal which is shared with the rest of the class, and a modest field work project which may be presented/documented in any suitable medium: photography, film video, print, audio, performance, etc. The field work project involves the student examining and representing members of a different culture. In addition to presenting the work for class critique, a final analytic summary of the project is required.

Students who wish to do a more substantial media project are advised to consult with the instructor early on in the course; any project must be proceeded with a written proposal that includes a timeline for completion and budget.

Student journals are an important part of the learning/grading experience. They will consist of three single-spaced typed pages per week prepared and distributed to all other students at the start of class. Two items will be included in the journals: one is an Inventory of Major Ideas concerning topics from the week's readings, screening, class discussion and other areas of intellectual/personal life experience. Second is a Commentary which address the major ideas and plays with them, challenge them, finds counter examples, and in other ways revises and refines the Inventory.

Prerequisite: grad or senior standing, permission of instructor

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Last Updated: May 6, 1993

Fall 1993 Course Descriptions

0620 Communication Science & Disorders

Lois L. Elliott

Communication Sciences and Disorders D12

SCIENTIFIC WRITING

Time: W 1-3

Office Address: 1-148 Frances Searle

Office Phone: 491-3160

Expected Enrollment: 5-10

COURSE DESCRIPTION: The course will include practice and study of scientific writing for advance term papers, dissertations, journal papers, and grant proposals. Class discussions will focus on readings and students' written work. Students have individual conferences with instructor to discuss their own writing. There are opportunities for work in the areas of students' personal research interests.

PREREQUISITES: Basic writing competency is assumed (i.e., this is a course to develop advanced skills). P/N is allowed.

TEACHING METHOD: One meeting each week in seminar-laboratory format plus individual meetings with instructor.

READINGS:

American Psychological Association, Publication Manual
Tichy, Effective Writing for Engineers, Managers,
Scientists, 2nd Ed.

Light and Pillsmer, Summing Up

Other readings to be assigned

Chuck Larson

Communication Sciences and Disorders C01

ANATOMY AND PHYSIOLOGY OF THE VOCAL MECHANISM

Time: MTThF 8:00-8:50

Labs: Wed at 8:00, 9:00, 10:00, 11:00 or 12:00

Office Address: 2299 Campus Drive North

Office Phone: 491-5074

Expected Enrollment: 30

COURSE DESCRIPTION: This course provides basic information on the anatomy and physiology of structures important for speech production. The course begins with a description of basic properties of cells, tissues and systems common to all parts of the body. The course then proceeds through each of three systems important for speech production: the respiratory, laryngeal and articulatory systems. In each system, anatomy of the structural components are first presented, i.e., bones, soft tissues and muscles, followed by presentations of the physiological interactions of the structural features. Within each system, various disease and pathological conditions that relate to speech production are also presented. The lectures are augmented by a weekly lab session in which students are exposed to dissections of cadaveric material.

TEACHING METHOD: The course is primarily lecture, however, questions and discussion of various issues is encouraged. There are two midterm examinations, a laboratory final exam and a course final exam.

PREREQUISITE: Consent of instructor.

TEXTS:

W. Zemlin, Speech and Hearing Science

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Last Updated: May 6, 1993

Fall 1993 Course Descriptions

0630 Theatre

Juanita Lopez
Theatre, 0630, A20, sec. 20
BEGINNING BALLET, Women
Office: MWM Dance Ctr.
Phone: 491-7667
Expected Enrollment: 18

COURSE DESCRIPTION: Course covers the basic principles and vocabulary of ballet.

No Prerequisites.

TEACHING METHOD: Movement laboratory/participation

EVALUATION: Based solely on attendance; allowed 3 absences during quarter, must make up classes after missing 3.

Juanita Lopez
Theatre, 0630, A20, sec. 21
BEGINNING BALLET, Men
Office: MWM Dance Ctr.
Phone: 491-7667
Expected Enrollment: 18

COURSE DESCRIPTION: Course covers the basic principles and vocabulary of ballet.

No prerequisites.

TEACHING METHOD: Movement laboratory/participation

EVALUATION: Based solely on attendance; allowed 3 absences during quarter, must make up classes after missing 3.

Robin Lakes
Theatre, 0630, A22, sec. 20
BEGINNING MODERN DANCE
Office: MWM Dance Ctr.
Phone: 491-7395
Expected Enrollment: 25

COURSE DESCRIPTION: Elementary modern dance techniques. Warmups and dance combinations emphasizing the development of coordination, strength, stretch, precision, and flow.

No prerequisites.

TEACHING METHOD: Participation

EVALUATION: Attendance; 3 absences allowed.

Juanita Lopez
Theatre, 0630, A23, sec. 20
Prep. For Performance: PILATES BEGINNING
Office: MWM Dance Ctr.
Phone: 491-7667
Expected Enrollment: 18

COURSE DESCRIPTION: The course focuses on the twenty exercises plus variations that constitute the basic mat work of the Pilates system of conditioning. All of the exercises are done on the floor and are designed to strengthen, stretch, tone and correct imbalances. An exercise mat is required for the course.

No prerequisites.

TEACHING METHOD: Movement laboratory/participation.

EVALUATION: Based on attendance and a quiz.

Juanita Lopez
Theatre, 0630, A23, sec. 21
Prep. For Performance: PILATES ADVANCE
Office: MWM Dance Ctr.
Phone: 491-7667
Expected Enrollment: 18

COURSE DESCRIPTION: The course adds in the additional ten exercises to the basic mat that constitute the complete mat work of the Pilates system of conditioning.

PREREQUISITES: One quarter of Pilates Beginning (A23 sec. 20).

TEACHING METHOD: Movement laboratory/participation.

EVALUATION: Based solely on attendance.

Staff
Theatre, 0630, A24, sec. 20
BEGINNING I JAZZ DANCE
Office: MWM Dance Ctr.
Phone: 491-3147
Expected Enrollment: 25

COURSE DESCRIPTION: Warm-ups and basic dance combinations to develop a basic vocabulary of jazz steps, coordination, rhythm and flexibility.

No prerequisites.

TEACHING METHOD: Participation

EVALUATION: Attendance

READINGS: Vocabulary lists provided

Leslie Hinderyckx/Staff

Theatre, 0630, A40-1

THEATRE IN CONTEXT

Office: Thea/Interp Ctr., 218

Phone: 491-3167

Expected enrollment: 100

COURSE DESCRIPTION: A study of fundamental theatre concepts integrating the areas of dramatic literature, theatre history, voice, movement and production activities in a total theatre approach. Course organization includes master lectures, intensive discussion, performance labs, and production crew assignments.

Fall: Concentration on Tragedy.

No prerequisites.

TEACHING METHOD: Lecture/discussion.

EVALUATION: Two papers, quizzes and final exam.

READINGS: Plays and Criticism. Texts to be determined later.

Linda Gates

Theatre, 0630, B10-0

TRAINING THE ACTOR'S VOICE

Office: Thea/Interp Ctr., 209

Phone: 491-3140

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

Timothy O'Slynnne
Theatre, 0630, B22
INTERMEDIATE MODERN DANCE
Office: MWM Dance Ctr.
Phone: 491-3147
Expected Enrollment: 25

COURSE DESCRIPTION: A continuation of the principles taught in Beginning II Modern Dance but at a more advanced level. Course utilizes the fundamental principles of movement, physical science and kinesiology as applied to basic movements of the body. In addition, the course explores improvisation techniques, performance skills, intricate rhythms and mixed meter, elongated dance combinations and dance repertory excerpts. Class includes live accompanist.

PREREQUISITES: Beginning Modern Dance Technique and permission of instructor.

TEACHING METHOD: Pedagogy and teaching methods based on the Normative Technique of Erick Hawkins.

EVALUATION: Based on attitude, class involvement, attendance and progression of skills.

Debbie Giordano
Theatre, 0630, B24
INTERMEDIATE JAZZ DANCE
Office: MWM Dance Ctr.
Phone: 491-3147
Expected Enrollment: 25

COURSE DESCRIPTION: Continuation of Jazz Dance II focussing on more advanced rhythmic structure, complexity in movement, and technical capabilities.

PREREQUISITES: Jazz II or permission of instructor.

TEACHING METHOD: Movement laboratory/participation.

EVALUATION: Based on attendance and participation.

Staff
Theatre, 0630, B32-0
DANCE COMPOSITION
Office: Dance Ctr.

Phone: 491-7395
Expected Enrollment: 12

COURSE DESCRIPTION: Choreographic exploration of the basic principles of dance composition. The elements: time, space, energy. Phrasing. Form.

No prerequisites.

READING: Blom and Chaplin: The Intimate Act of Choreography

Staff

Theatre, 0630 B40-1

STAGECRAFT: LIGHTING

Office: Thea/Interp Ctr.

Phone: 491-3119

Expected enrollment: 30-40

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. The mechanics and physics of stage lighting from the generation of electricity through its conversion to light, including basic optics and the practice of the stage lighting technician.

PREREQUISITES: Sophomore standing or the permission of the instructor. Participation in department productions.

TEACHING METHOD: The course is taught in a lecture format with discussion of difficult or unclear information. Course also includes "hands on" experience with available equipment.

EVALUATION; Midterm, final quizzes, attendance, participation.

Jon Darling

Theatre 0630, B40-2

STAGECRAFT: SCENERY

Office: Thea/Interp Ctr., 210

Phone: 491-3121

COURSE DESCRIPTION: The process of realizing the stage design from the theatre technician's point of view. Emphasis is on the craft and technology used in mounting a theatrical production.
Winter: The principles and tools used in the construction, rigging, and handling of scenery for the stage.

PREREQUISITES: Sophomore standing or permission of instructor. Participation in department productions.

EVALUATION: 2 quizzes, 2 tests, participation in departmental productions.

READING: Gillette, Stage Scenery

Staff

Theatre, 0630, B40-3

STAGECRAFT: COSTUME

Office: Theatre/Interp Ctr.

Phone: 491-3120

Maximum enrollment: 15

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

Sam Ball

Theatre, 0630, B41-1

DESIGN PROCESS: Scene Design I

Office: Thea/Interp Ctr.

Phone: 491-3137

Expected enrollment: 15

COURSE DESCRIPTION: The process of scenery, lighting, and costume design from initial reading of the script to production realization approached from the stage designer's point of view. Emphasis is on the creative process used in developing the physical elements of a theatrical production. Theoretical and practical approaches are studied, along with the responsibilities of the theatrical designer. Fall: Sets. to provide the students with general knowledge and understanding of the scenic designer's role in theatre as well as to offer training in skills demanded of the scenic designer.

PREREQUISITES: Sophomore standing. Participation in theatrical productions.

EVALUATION: Midterm and final examinations. Project work throughout. Attendance. Participation in university theatre production crews.

Staff

Theatre, 0630, B41-3

DESIGN PROCESS: LIGHTING DESIGN I

Office: Thea/Interp Ctr., Room 228

Phone: 491-3119

Enrollment maximum: 20

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.

Sheila Saperstein, sec. 20

Mary Poole, sec. 21

Bud Beyer, sec. 22

Dawn Mora, sec. 23

David Downs, sec. 24

Theatre, 0630, B43-1

ACTING II: PRINCIPLES OF CHARACTERIZATION

Office: Thea/Interp Ctr.

Phone: 491-3170

Expected enrollment: 20 per class

COURSE DESCRIPTION: This is a basic course in acting techniques concentrating on the creation of 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 first quarter of a three quarter sequence and is a prerequisite to the following quarters. This quarter deals with the fundamental bases for characterization: primary dramatic metaphor, internal and external use of images, psychological gesture, physicalization, and the development of character from observations and personal experience.

PREREQUISITES: 0630, A40, or its equivalent. Permission of the instructor is required.

TEACHING METHOD: Classroom exercise and individual character assignments. Individual assignments are prepared for presentation in class for criticism and evaluation. Each student keeps a journal and several analysis papers may be required. There is a final practical assignment.

EVALUATION: Students are graded on demonstrated ability to master and use the characterization techniques covered in class. Progress more important than talent, but certain levels of achievement are

expected. Journals provide a secondary source of grading.

READING: Actual required texts vary with each instructor.

Nancy Uffner

Theatre 0630, B49

PRODUCTION COORDINATION

Office: Thea/Interp. Ctr.

Phone: 491-3170

Expected enrollment: 15

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

Juanita Lopez

Theatre, 0630, C20

INTERMEDIATE BALLET

Office: MWM Dance Ctr.

Phone: 491-7667

Expected Enrollment: 18

COURSE DESCRIPTION: Course covers wide range of basic, intermediate and some advanced steps and intricate, fast combination of steps and turns. Knowledge of vocabulary necessary.

PREREQUISITES: At least two or more years minimum of previous ballet study.

TEACHING METHOD: Movement laboratory/participation.

EVALUATION: Based solely on attendance, allowed 3 absences during quarter, must make up classes after missing 3.

Staff

Theatre, 0630, C21

ADVANCE MODERN DANCE

Office: MWM Dance Ctr.

Phone: 491-3147

Expected Enrollment: 15

COURSE DESCRIPTION: The course continues building on principles from Intermediate Modern. A wider range of movements and shapes, more rhythmic variety, greater complexity of dance patterns, more emphasis on the skill of balance, and attention to dynamic shadings and performance skills characterize the challenges of the course. Live accompaniment is provided.

PREREQUISITES: Permission of instructor.

TEACHING METHOD: Classes are conceptually based and explore areas such as motion, weight, joint action, rhythmic play, dynamics, spatial orientation, and design. Movements derived from the idioms of Graham, Cunningham, Limon, and Holm are woven into the conceptual framework of the classes.

EVALUATION: Based on attendance, effort and growth in movement skills. Attendance policy: 3 absences, if necessary, are allowed.

Staff

Theatre, 0630, C24

INTERMEDIATE JAZZ DANCE

Office: MWM Dance Ctr.

Phone: 491-3147

Expected Enrollment: 25

COURSE DESCRIPTION: Continuation of Intermediate Jazz Dance focussing on more advanced rhythmic structure, complexity in movement, and technical capabilities.

PREREQUISITES: Jazz II or permission of instructor.

TEACHING METHOD: Movement laboratory/participation.

EVALUATION: Based on attendance and participation.

Susan Manning

Theatre 0630, C35-0

SPECIAL TOPICS IN DANCE RESEARCH

Office: Dance Center

Phone: 491-3147

Expected enrollment: 15

COURSE DESCRIPTION: Study and application of research techniques in significant areas of dance scholarship and practice such as historical reconstruction, dance in video and film, aesthetics, movement and meaning, and choreography from a cross-cultural or ethnographic perspective. Topics are generated by student or faculty interest and change each quarter.

PREREQUISITES: Permission of instructor.

TEACHING METHODS: Lecture, discussion, and laboratory exercises.

EVALUATION: Class participation and discussion of readings, final research project or exam.

READING LIST: Selected readings from the literature as determined by the topic.

Leslie Hinderyckx
Theatre, 0630, C39
ADVANCE ACTING
Office: Thea/Interp. Ctr.
Phone: 491-3167
Expected Enrollment: 20

COURSE DESCRIPTION: A scene-study in advance acting techniques emphasizing scene analysis and character development. The focus will be on realistic characters from the modern theatre, and the approach is the American version of the Stanislavski system.

This course is intended for incoming graduate students and undergraduate transfer students ONLY. One focus of the course is to evaluate the student's previous acting training and current level of ability so as to determine the appropriate course level for continued study.

PREREQUISITES: Previous acting training at least at the basic level. This must be substantiated by transcript (for transfers) or application form (for graduate students). Permission of the instructor is required.

TEACHING METHOD: In-class presentation of prepared scenes which are critiqued and reworked. Student/teacher conferences.

EVALUATION: Critiques of scenes; evaluation of written work.

READING: Text - yet to be decided.

Craig Kinzer, sec. 20
Theatre 0630, C40-1
STAGE DIRECTING
Office: Thea/Interp Ctr.
Phone: 491-3182
Expected enrollment: 12

COURSE DESCRIPTION: This is a basic course in stage directing for majors and non-majors and is required for those who wish to pursue the subject further on either the undergraduate or graduate level. The goal is to cover the stage director's work in terms of basic principles and techniques, with emphasis upon practical application in the directing of specific problem scenes for group critiques and discussion. The first quarter of this course covers the fundamentals of blocking, movement, business, tempo, script analysis, dramaturgy, casting and rehearsal planning. Format is designed to expose the director to the basic techniques and processes for preparation to direct a play in the "realistic" mode.

PREREQUISITES: Junior standing or above, with at least one B-level Technical Production course and some background in dramatic literature. Permission of instructor. No P/N allowed. ATTENDANCE AT FIRST CLASS MANDATORY.

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: Dramaturgical research as it aids the director in the preparation of realistic drama for production. Selected specific plays, TBA.

Ann Woodworth, sec. 20

Bud Beyer, sec. 21

Les Hinderyckx, sec. 22

Dawn Mora, sec. 23

Theatre, 0630, C41-1

ACTING: ANALYSIS AND PERFORMANCE

Office: Thea/Interp Ctr.

Phone: 491-3170

COURSE DESCRIPTION: This is an intermediate course in acting concentrating on the analysis and performance of the plays of three major historical periods. This is a three quarter course and is intended for majors and non-majors seriously pursuing a study of Acting. The first quarter is concerned with analysis and performance of the major Greek tragedies. Emphasis is on the discovery of the relevance of the Greek Theatre to our modern world. Extensive research on the Greeks is necessary.

PREREQUISITES: B43-1,2,3 or its equivalent. It is recommended that C45-1,2,3 be taken concurrently.

TEACHING METHOD: Individual and group scene assignments. Scenes are prepared for presentation in class for criticism and evaluation. Each student must keep a journal and several papers are required during the quarter.

EVALUATION: Students are graded on individual growth as witnessed in their ability to present discussed objectives in their scene work. Assigned papers and journals provide a secondary source of grading.

READINGS: Major Greek plays as assigned by the individual instructor. Each instructor also provides an extensive reading list for student research.

Rives Collins
Theatre, 0630, C47-0
CHILDREN'S THEATRE
Office: Thea/Interp Ctr., 214
Phone: 491-3163
Expected enrollment: 20

COURSE DESCRIPTION: An introductory course focusing on the needs of the young audience and the problems of the playwright, actor, and director of plays for children and youth. Areas to be included are: purpose and values of theatre for children; historical and contemporary producing theatre for children; traditional dramatic literature (fairy/folk tales, history and legend, classics, modern fantasy); newer forms of Story Theatre and Participation Theatre. A large number of scripts will be analyzed as to plot, theme, character, dialogue, spectacle, audience appeal, and production problems. Course will include field trips to Chicago area theatres that produce plays for children and youth.

No prerequisites. P/N is not allowed.

TEACHING METHOD: Primarily discussion, lecture, slides, field trips, practical scene work.

EVALUATION: Term paper/project counts for 1/3 of final grade; exam for 1/3; play analyses and class participation for 1/3. Exam will be essay questions based on texts, play readings, class discussions.

final

READINGS: Bedard, Roger, Dramatic Literature for Children: A Century in Review, Anchorage Press.
Davis, Jed and Evans, Mary Jane. Children, Theatre, and Youth.

Rives Collins
Theatre, 0630, C48-1
CREATIVE DRAMA
Office: Thea/Interp ctr., 214
Phone: 491-3163
Expected enrollment: 15

COURSE DESCRIPTION: An introductory course for those who wish to use creative drama in educational and recreational settings. The goals are to:

- 1) understand the principles and practices of creative drama as an art form, an area for personal development and a method for approaching and enriching other areas of the curriculum.
- 2) gain skill in selecting and developing materials appropriate for various age levels.
- 3) develop a repertoire of strategies for leading children to express themselves and learn through drama.
- 4) develop abilities in areas of sensory awareness, imagination, movement, role playing and improvisation.

No prerequisites. 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%.

Dominic Missimi, sec. 20

Ann Woodworth, sec. 21

Mary Poole, sec. 22

David Downs, sec. 23

Theatre, 0630, C49-1

ACTING IV: PROBLEMS IN STYLE

Office: Thea/Interp Ctr.

Expected enrollment: 18 per class

COURSE DESCRIPTION: This is an advanced course concentrating on principles of style for the actor. Each instructor is free to choose the areas of study for each quarter.

PREREQUISITES: C41 or its equivalent. Permission of the instructor is required.

TEACHING METHOD: Advanced scene work presented for teacher and class evaluation.

EVALUATION: In-class work, preparation and discussion.

READING LIST: Instructors option.

Dominic Missimi

Theatre 0630, C52-1,2

AFRICAN THEATRE & DRAMA

Office: Thea/Interp. Ctr.

Phone: 491-3187

Expected enrollment: 30

COURSE DESCRIPTION: The first quarter of this class will concentrate on the audition process and scene study from the 19th century operetta up to the works of Rodgers and Hammerstein. The second quarter will examine performance styles in the traditional musical comedy, rock operas and new directions in music theatre. Scene study will be supplemented with slide lectures, special guest lecturers and videos.

No prerequisites.

TEACHING METHODS: Lecture/discussion/SCENE STUDY.

CLASS ASSIGNMENTS: Minimum of 5 presentations, final audition

book.

Virgil Johnson

Theatre 0630, C56-1

GRAPHIC ARTS FOR THE STAGE DESIGNER

Office: Thea/Interp Ctr., 217

Phone: 491-3389

Expected enrollment: 15

COURSE DESCRIPTION: Emphasis on two dimensional drawing and rendering. This graphics class will explore transparent and opaque rendering techniques for the stage designer. Project work will include illustration of landscape, architecture, drapery and the human figure. Designers should evidence skill in application of color theory.

PREREQUISITE: Permission of Instructor.

TEACHING METHOD: Project/critique. Studio Art Class.

EVALUATION: Grades based on projects submitted during quarter.

READINGS: None.

Linda Roethke

Theatre 0630, C61-0

MAKEUP, MASKS, AND WIGS

Enrollment maximum: 12

COURSE DESCRIPTION: This course will explore design principles and construction methods used in creating masks and prosthetics coupled with some basic principles and methods of applying stage make-up. A one quarter course for the designer/actor to gain a basic knowledge of make-up painting skills which will be applied to prosthetic make-up design as well as mask painting. During the course we will not only discuss the designer's job in creating the visual look of facial additions but we will actually go through the very technical steps needed to produce a face cast, a mask as well as all the molds necessary to produce masks and prosthetics.

PREREQUISITE: Consent of instructor.

EVALUATION: A series of spot quizzes on general methods and specific chemical processes will be coupled with class attendance, participation and completion of a final mask and prosthetic design/execution.

TEXT: None required, however it is recommended that some time is spent reading Richard Corson's 7th ed. Stage Make-up as well as Lee Baygen's Three Dimensional Make-up.

Virgil Johnson

Theatre, 0630, C62-0
TWENTIETH CENTURY STAGE DESIGN
Office: Thea/Interp. Ct.
Phone: 491-3389

COURSE DESCRIPTION: This lecture and projects class surveys the major stylistic developments in the art of scene design, costume design, lighting design and scenography in the 20th Century. Emphasis is place on the American artist in context with the major influences which have shaped their craft.

PREREQUISITE: Junior standing and permission of instructor.

TEACHING METHOD: Class meets T TH 12:00 - 1:50. Instructional method will include lecture, class discussion and researched project work.

EVALUATION: Grade will be based on class attendance and participation and research projects.

READINGS: Selected readings on the topic will be circulated in class and held in the reserve reading room.

Jonathan Darling
Theatre, 0630, C63-0
THEATRE SOUND
Office: Thea/Interp Ctr., Room 204
Phone: 491-3121
Expected enrollment: 12

COURSE DESCRIPTION: The planning and execution of sound for the theatrical production, and the design of the actor's acoustical environment.

PREREQUISITES: Junior standing and permission of the instructor. Participation in departmental productions.

EVALUATION: Two tests, project tapes, and participation in departmental productions.

TEXT: Collison, Stage Sound, Drama Book Specialists. Additional readings.

Julie Yranson
Theatre 0630, C64-1
PERIOD PATTERN DRAFTING & DRAPING
Office: Thea/Interp. Ctr.
Phone: 491-3170
Expected enrollment: 12

COURSE DESCRIPTION: Techniques of flat pattern drafting and advanced construction used to create historical garment patterns for the stage. Participation in departmental productions.

PREREQUISITES: Junior standing or consent of instructor.

TEACHING METHODS: Lecture/discussion.

Sandra Richards

Theatre 0630, C68-0

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

Craig Kinzer

Theatre, 0630, C74-0

TEXT ANALYSIS FOR THE THEATRICAL PRODUCTION

Office: Thea/Interp. Ct., room 224

Phone: 491-3182

Expected Enrollment: 15

COURSE DESCRIPTION: Seminar in methods of analysis of dramatic and non-dramatic texts as it relates to the problems of realized theatrical production. Course is designed specifically for those students enrolled in first year of study in MFA programs in Design and Directing, as well as interested advanced undergraduate and graduate students.

PREREQUISITES: Permission of the instructor.

TEACHING METHOD: Seminar/Lecture/Discussion.

EVALUATION: Two short papers, each counting for approximately 25% of grade; a final paper/presentation accounting for 33% for the grade; the remainder of the grade based on attendance, class participation, and oral mastery of concepts and approaches covered in class.

READINGS:

A. Critical/theoretical

Ball, David: Backwards and Forwards

Boal, Augusto: The Theatre of the Oppressed

States, Bert: Great Reckonings in Little Rooms; Towards a Phenomenology of the Theatre

B. Literary

anonymous Tsunemasa

Churchill, Caryl: Top Girls

von Horvath, Odon: Tales from the Vienna Woods

Ibsen, Henrik: Brand

Middleton & Rowley: The Changeling

Muller, Heiner: Hamletmachine

Shakespeare: Henry VIII

Sophocles: Ajax

Soyinka, Wole: Death and the Kings Horseman

Strauss, Botho: Three Acts of Recognition

Strindberg, August: The Dream Play

Treadwell, Sophie: Machinal

Bud Beyer

Theatre, 0630, C80-0

INTERNSHIP IN THEATRE PRACTICE

Office: Thea/Inter. Ctr.

Phone: 491-3170

COURSE DESCRIPTION: Significant involvement in production and/or management activities in a theatre company or producing organization.

Applicants may select from various organizational settings on file with the department. Students will need to take the initiative in contacting organizations, establishing learning objectives, and negotiating the internship agreement with the on-site field supervisor. A maximum of three units of credit may be taken. The program is negotiated with the Theatre chair.

EVALUATION: Interns receive a grade based on completed reading log, 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 Dr. Lee the quarter before the desired internship to discuss the application.

Craig Kinzer

Theatre, 0630, D-20

COLLABORATION TECHNIQUES FOR DESIGNERS AND DIRECTORS

Office: Thea/Interp. Ct., room 224

Phone: 491-3182

Expected enrollment: 10

COURSE DESCRIPTION: Seminar in methods of interaction and collaboration between directors and designers, as it relates to the

process of production preparation and development. Theoretical as well as practical models of communication, relationship building, conflict resolution, role and boundary definition will be studied, with the goal of applying those models to the production process. Course is designed specifically for those students enrolled in second year of study in MFA programs in Design and Directing.

PREREQUISITES: Permission of instructor.

TEACHING METHOD: Seminar/Lecture/Discussion

EVALUATION: Two short paper/presentations, each counting for approximately 25% of grade; a final paper/ presentation accounting for 33% for the grade; the remainder of the grade based on attendance, class participation, and oral mastery of concepts and approaches covered in class.

READINGS:

Edwards, Betty: Drawing on the Artist Within (New York: Simon & Schuster, 1986)

Will, J. Robert: The Director in a Changing Theatre (Talo Alto: Mayfield Publishing 1976)

May, Rollo: The Courage to Create (New York: Bantam Books, 1983)

Cole, Toby and Helen Krich Chinoy: Directors on Directing (New York: McMillan Publishing, 1976)

Taylor, Joshua: Learning to Look (Chicago: University of Chicago Press, 1957)

James Coakley

Theatre, 0630, D41-0

STUDIES IN MODERN THEATRE AND DRAMA

Office: Thea/Interp Ctr.

Phone: 491-3157

COURSE DESCRIPTION: Twentieth Century theories of the stage. Appia, Craig, Meyerhold, Copeau, Brecht, Stanislavsky, Brook, Grotowski, and others.

PREREQUISITES: Must be a graduate student.

TEACHING METHOD: Class is conducted as a seminar. Reports, directed readings, and term papers.

EVALUATION: Quiz, midterm, and final.

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Last Updated: May 1993

Fall 1993 Course Descriptions

0710 Chemical Engineering

Chemical Engineering B10
ANALYSIS OF CHEMICAL PROCESS SYSTEMS
Expected Enrollment: 30

COURSE DESCRIPTION: This course introduces the student to the structure and analysis of chemical process systems. The concepts of stoichiometry, material balances, and energy balances are applied to the analysis of transient and steady-state relationships between process unit inputs and outputs. The application of microcomputer techniques to the solution of chemical engineering problems is also emphasized.

PREREQUISITE: Chem A03, EECS A01, and Math B21 (B21 may be taken concurrently).

TEACHING METHOD: The class will meet for one computation laboratory and five lecture-discussion hours each week. There will be weekly homework and computer lab problem assignments.

EVALUATION: Grades will be based on student performance on the final examination, weekly quizzes, laboratory assignments, and homework.

TEXT: "Elementary Principles of Chemical Processes" by Richard M. Felder and Ronald W. Rousseau

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, to midterm examinations, and a final examination. All of these will be weighed in grade evaluation.

TEXTBOOK: S. D. Sandler, CHEMICAL AND ENGINEERING THERMODYNAMICS, Wiley, 1989.

Chemical Engineering, C12
PROCESS MODELS BY STATISTICAL METHODS
Expected Enrollment: 20

COURSE DESCRIPTION: This course will survey statistical methods necessary for building mathematical models of chemical processes. The coverage will include as many of the following topics as time and student background permit: Parameter estimation, hypothesis testing, regression analysis, analysis of variances, and planning and analysis of experiments.

PREREQUISITES: Introduction to probability. Matrices. Differential and integral calculus.

TEACHING METHOD: Lectures, reading, discussion, homework assignments and use of computer program Systat.

EVALUATION: Homework including special assignments 20%, two midterms 15% each, final examination 45%, and class participation 5%.

TEXTBOOK: Applied Statistics for Engineers and Physical Scientists, R. V. Hogg and J. Ledolter, MacMillan (1992) 2nd edition.

Chemical Engineering C22-1 and -2

HEAT TRANSFER

Expected enrollment: 78

COURSE DESCRIPTION: The basic modes of heat transfer associated with conduction, convection and radiation are treated theoretically and applied to practical problems dealing with equipment design. The basic conduction equation of Fourier is applied to the flow of heat through solids of rectilinear, cylindrical and spherical shapes for both steady and unsteady state conditions. Separation of variables and finite difference methods are used for two-dimensional problems.

Simple working equations helpful for design purposes in natural and forced convection heat transfer are covered.

TEACHING METHODOLOGY: Lectures and one-hour examinations with a two-hour final examination. There will be a weekly series of problem assignments for homework which will be discussed in class.

TEXTBOOK: Introduction to Heat Transfer, 2nd ed., Incropera and Dewitt, Wiley.

Chemical Engineering C41

PROCESS DYNAMICS AND CONTROL

Expected Enrollment: 30

COURSE DESCRIPTION: This course introduces students to the principles of process dynamics and control. Course objectives include:

* To provide an understanding of the dynamic (time-

dependent) responses of chemical processes through the formulation and solution of mathematical models and laboratory experimentation.

* To provide familiarity with the design of (primarily feedback) control systems that maintain process objectives despite changing conditions.

* To provide an introduction to advanced control topics.

PREREQUISITE: Senior or pre-senior standing: No P/N allowed.

TEACHING METHODOLOGY: The class will meet for four lectures each week; the lecture material will be supplemented with discussion of example problems. Homework will be assigned weekly to complement the lecture material. There will also be one 3-hour laboratory meeting per week. Laboratory problems will provide examples of computer simulation of chemical processes and control systems. Students will also be introduced to evaluation and control of actual processes.

METHOD OF EVALUATION:

There will be five one-hour quizzes (45%) and a final exam (30%).

The grade will also be based on homework (10%) and laboratory work (15%).

TEXTBOOK: PROCESS DYNAMICS AND CONTROL by Dale E. Seborg, Thomas F. Edgar, and Duncan A. Mellichamp. Wiley (1989).

Chemical Engineering C42

CHEMICAL ENGINEERING LABORATORY

Expected Enrollment: 15

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.

Chemical Engineering C67

FABRICATION OF MICROELECTRONIC DEVICES

Expected Enrollment: 20

COURSE DESCRIPTION: The objective of this course is to familiarize upper level students in chemical engineering with the microelectronics industry and the principles of microelectronic device fabrication. A secondary objective is to demonstrate the application of "standard" chemical engineering concepts to the analysis and design of solid-state materials processing operations. Topics to be covered include: history of the microelectronics industry, preparation of ultra-high purity solid and liquid chemicals, pattern formation in integrated circuits, vapor deposition processes, plasma processing, and quality control.

PREREQUISITE: ChE C07 or pre-senior status

TEACHING METHOD: Weekly homework will be assigned, including some computer assignments. Term papers will be based on items in the recent literature, and will be presented in writing and orally to the class.

EVALUATION: There will be one mid-term examination and a final examination. The term project will count as a substantial fraction of the homework grade. Grading will be roughly 1/3 midterm, 1/3 final, and 1/3 homework and project.

TEXT: Hong H. Lee, "Fundamentals of Microelectronics Processing," McGraw-Hill, New York, 1990. Supplementary readings from various professional and trade journals.

Chemical Engineering, C71

TRANSPORT PHENOMENA IN LIVING SYSTEMS

Expected enrollment: 25

COURSE DESCRIPTION: This course is intended for upper division and graduate students in chemical engineering and biomedical engineering. It provides an introduction to the techniques of engineering and mathematics which can be used to analyze physiological transport systems. Particular emphasis is placed on molecular diffusion. Rather than attempting a complete coverage of physiological transport, a few, carefully chosen, representative systems are studied thoroughly and for these the physiology is completely described along with the various analytical techniques to be employed. The systems studied include: the respiratory membrane of the lung, the cornea and retina of the eye, blood, the arterial wall, the microcirculation, and a typical spherical cell.

PREREQUISITES ChE C22 and Math B21 or consent of the instructor. ChE C21 and C23 recommended.

TEXT: Selected material from the literature and other sources will be distributed.

TEACHING METHODS: The homework consists of solving problems, some of which are open-ended. During the lectures, new material is introduced and the homework problems discussed.

METHOD OF EVALUATION: Midterm exam (30%), final exam (50%), class participation (10%), and homework problems (10%) determine the final grade. The exams are partially open book and consist of problems similar to the homework problems.

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Last Updated: May 1993

Fall 1993 Course Descriptions

0727 Electrical Engineering & Computer

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: 80

COURSE DESCRIPTION: To teach FORTRAN 77 and illustrate the language by example problems from science and engineering. The students are expected to utilize micro computers either their own or a university micro-computer lab. A great deal of weight is given to assignments.

PREREQUISITE: None (not recommended for CS majors)

TEACHING METHOD: Lecture. Course grade based on midterm, programming assignments, and final

READINGS: G. J. Borse, FORTRAN 77 and Numerical Methods for Engineers, 2nd ed., PWS-Kent.

Larry Henschen

Electrical Engineering and Computer Science, A10

INTRODUCTION TO COMPUTER PROGRAMMING IN PASCAL

Time: MTWF 9-9:50

Office Address: McCormick 3667

Office Phone: 491-3338

Expected Enrollment: 90

COURSE DESCRIPTION: Basic concepts of problem solving with computer programs. Problem solving strategies, procedural and declarative basics of computer programs, implementing programs in Pascal. Systematic design and testing of

programs. Substantial programming assignments.

PREREQUISITE: NONE

TEACHING METHOD: Lectures. Course grade based on exams, programming assignments and homework.

READINGS: E. Koffman, Turbo Pascal 7.0, 4th ed., Addison-Wesley. Borland, Turbo Pascal 6.0, Software.

Kenneth Forbus

Electrical Engineering and Computer Science, A11

FUNDAMENTALS OF COMPUTER PROGRAMMING

Time: MTWF 9-9:50

Office Address: 1890 Maple

Office Phone: 491-3500

Expected Enrollment: 50

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.

READINGS: Abelson & Sussman, Structure & Interpretation of Computer Programming, McGraw-Hill. Texas Instruments Press, PC Scheme V Scientific, IBM PC 5.25 Software.

STAFF

Electrical Engineering and Computer Science, A20

INTRODUCTION TO COMPUTERS AND INFORMATION TECHNOLOGY

Time: 01 sec 2-2:50, 02 sec 1-1:50, 03 sec 3-3:50 MWF

Office Address: McCormick 2659

Office Phone: 491-5410

Expected Enrollment: 150, 50 per section

COURSE DESCRIPTION: This course provides an introduction to computers and information technology and assumes no previous experience with computers. In addition to learning about the basic concepts of computer systems, students will gain considerable hands-on experience with applications such as word processors, databases and spreadsheets. We also discuss some of the ways in which information technology is impacting today's society.

PREREQUISITE: NONE

TEACHING METHOD: Lecture - discussion, computer assignments. Course grade based on midterm, assignments and final.

READINGS: M. Tchao & et. al., Approaching Macintosh, Addison-Wesley. D. Shafer, The Complete Book of HyperTalk 2, Addison-Wesley.

Srikanta Kumar

Electrical Engineering and Computer Science, B01

FUNDAMENTALS OF COMPUTER ORGANIZATION

Time: MTWF 12-12:50

Office Address: McCormick 1030

Office Phone: 491-7382

Expected Enrollment: 55

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: 727-A10 or equivalent

TEACHING METHOD: Lectures and hardware labs. Course grade based on programming assignments, midterm and final.

READINGS: M. Mano, Computer Engineering Hardware Design,

1988 ed., Prentice-Hall.

Christopher Clifton

Electrical Engineering and Computer Science, B05

FUNDAMENTALS OF COMPUTER SYSTEM SOFTWARE

Time: MTWF 1-1:150

Office Address: McCormick 1004

Office Phone: 491-7642

Expected Enrollment: 35

COURSE DESCRIPTION: This course teaches the essential concepts and skills of assembly-language programming. For teaching examples, several generations of the highly-popular microprocessor family consisting of the Intel 8080 and its progeny, the 8086, 80286 and 80386 (on which the IBM-PC series is based) are used. Initially, the 8080 is used as a processor on which to learn the techniques of assembly-language programming, and later the later processor instruction sets are examined. The programming assignments are performed on IBM-PC compatible computers using a cross assembler and 8080 emulator.

PREREQUISITE: 727-B01 or equivalent.

TEACHING METHODS: Lectures. Programming assignments and exams determine course grade.

READINGS: Michael Throne, Programming the 8086/8088 for the IBM PC and Compatible, 1988, Addison-Wesley.

Arthur Butz

Electrical Engineering and Computer Science, B41

CIRCUITS I

Time: MTWF 8-8:50

Office Address: McCormick 1643

Office Phone: 491-3692

Expected Enrollment: 45

COURSE DESCRIPTION: Introduction to electrical circuit theory and analysis. Related to applications.

PREREQUISITE: Physics A35-2 and concurrent registration in Math B21.

TEACHING METHOD: Lectures, discussion section and Lab. Midterm and final exams, homework problems determine course grade.

READINGS: Hayt & Kemmerly, Engineering Circuit Analysis, 5th Edition, McGraw-Hill.

Martin Plonus

Electrical Engineering and Computer Science, B42

CIRCUITS II

Time: MTWF 10-1050

Office Address: McCormick 2696

Office Phone: 491-3445

Expected Enrollment: 40

COURSE DESCRIPTION: Same as B41, with which B42 is continuous. Introduction to electrical circuit theory and analysis. Related to applications.

PREREQUISITE: 727-B41 (C or better)

TEACHING METHOD: Lectures and labs. Course grade based on homework, exams and final.

READINGS: Hayt & Kemmerly, Engineering Circuit Analysis, 5th Edition, McGraw-Hill.

Erwin Bigan

Electrical Engineering and Computer Science, B50

PHYSICAL ELECTRONICS

Time: MTWF 11-11:50

Office Address: McCormick 1022

Office Phone: 491-8137

Expected Enrollment: 60

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; C Grade or higher in 727-B41

TEACHING METHOD: Lectures supplemented by discussion of homework problems. Course grade based on exams and final exam.

READINGS: Burns & Bond, Principles of Electronic Circuits, West.

Morris Brodwin

Electrical Engineering and Computer Science, C01

FUNDAMENTALS OF ELECTROMAGNETICS

Time: MTWF 1-1:50

Office Address: McCormick 3618

Office Phone: 491-5412

Expected Enrollment: 60

COURSE DESCRIPTION: Engineering aspects of electromagnetics with emphasis upon understanding commonly used devices and concepts; semiconductor charge transport. Capacitors and conductors, machines such as motor, generators, and linear leviation communications coaxial waveguide structures.

PREREQUISITE: 435-B21, 447-A35-3

TEACHING METHOD: Lectures, weekly homework assignments and discussion of homework. 1 or 2 exams, final and graded homework determine course grade.

READINGS:- M. Plonus, Applied Electromagnetics, Second Edition, McGraw-Hill.

Arthur Butz

Electrical Engineering and Computer Science, C02

PROBABILISTIC SYSTEMS AND RANDOM SIGNALS

Time: MTWF 2-2:50

Office Address: McCormick 1643

Office Phone: 491-3269

Expected Enrollment: 35

COURSE DESCRIPTION: An introduction to the basic concepts of probability theory and random processes with illustrative applications to noise in engineering systems.

PREREQUISITE: Math B16 or 727-B42

TEACHING METHOD: Lectures will be the main method of exposition. Weekly problem sets will be assigned. An in-class examination will be given approximately mid-way through the quarter, in addition to the final exam. Grades based on the in-class exams, on the final exam, and on the homework problems.

READINGS: P.Z. Peebles, Jr., Probability, Random Variables, and Random Signal Principles, McGraw-Hill, 1980.

Janet Rutledge

Electrical Engineering and Computer Science, C07

COMMUNICATIONS

Time: MTWF 2-2:50

Office Address: McCormick 4384

Office Phone: 491-7139

Expected Enrollment: 40

COURSE DESCRIPTION: An introduction to the fundamentals of transmission and reception of electric signals. The goal is to familiarize the students with frequency domain implication of signals and systems and equip them with basic skills for design and analysis of analog modulation systems.

PREREQUISITE: 727-B43 and 727-C02 (no exceptions)

TEACHING METHOD: Lectures, lab and problem sets. Grade based on exams, homeworks and final.

READINGS:---A. B. Carlson, Communication Systems, McGraw-Hill, 3rd Ed., 1986.

Peter Scheuermann

Electrical Engineering and Computer Science, C11

DATA STRUCTURES AND DATA MANAGEMENT

Time: MWF 11-11:50

Office Address: McCormick 3857

Office Phone: 491-7141

Expected Enrollment: 40

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-B30 and 435-B14-3

TEACHING METHOD: Lecture. Grade based on homework assignments and exams.

READINGS: Horowitz and Sahni, Fundamentals of Data Structures in PASCAL, 3rd Ed., Computer Science Press.

CHUNG-CHIEH LEE

Electrical Engineering and Computer Science, C13

INTRODUCTION TO TELECOMMUNICATION SCIENCE

Time: M 3-6

Office Address: McCormick 1034

Office Phone: 491-7375

Expected Enrollment: 60

COURSE DESCRIPTION: Introduction to the elements of telecommunication science for students without an electrical engineering background.

PREREQUISITE: None

TEACHING METHOD: Lectures and assignments. Exams, Mid-Term and Final determine grade.

READINGS: TBA

Wei-Chung Lin

Electrical Engineering and Computer Science, C16

MINI-MICROCOMPUTERS AND REAL-TIME APPLICATIONS

Time: T 3-530

Office Address: McCormick 1028

Office Phone: 491-7390

Expected Enrollment: 32

COURSE DESCRIPTION: Introduction to computer organization and assembly-language programming for technical-major seniors and graduate students not in electrical engineering or computer science. It is assumed that the students know some high-level computer programming language such as Basic, Fortran, C, Pascal etc. Because of the maturity of the students and introductory nature of the material, this course attempts to introduce a broad range of topics and examine several in depth. Real-time (interrupt-driven) programming is emphasized.

PREREQUISITE: 727-A10 - There are at least three different categories in the student makeup of this class:

- 1) Masters of Engineering Management (MEM)
- 2) Masters of Manufacturing Engineering (MME)
- 3) Other engineering and non-engineering students with engineering backgrounds who want to learn about how computers work.

Electrical Engineering and Computer Science-major students cannot receive credit for this course. A student cannot obtain credit for both EECS C16 and EECS B01 or for both EECS C16 and EECS C46. (McCormick School rules.) Since B01 is a prerequisite for B05, students who have taken or plan to take B05 should not take C16.

TEACHING METHOD: Lectures and Lab assignments. Grade based on exams, midterm and final.

READINGS: M. M. Mano, Computer Engineering, Hardware Design, Prentice-Hall.

Christopher Riesbeck

Electrical Engineering and Computer Science, C17

DATA MANAGEMENT AND INFORMATION PROCESSING

Time: MTWF 11-11:50

Office Address: ILS-1890 MAPLE

Office Phone: 491-3500

Expected Enrollment: 48

COURSE DESCRIPTION: Data representation, file and record organization, linear linked lists, and scatter storage techniques. Sorting and searching algorithms. PASCAL language will be used. Emphasis on the use of practical techniques to solve problems involving large databases.

PREREQUISITE: 727-A01, A10 or equivalent. Not for Computer Science or Computer Studies major.

TEACHING METHOD: Lectures. Exams, programming assignments and homeworks determine grade.

READINGS: E. Koffman, Turbo Pascal 7.0, 4th. ed. McGraw-Hill.

Christopher Riesbeck

Electrical Engineering and Computer Science, C25-1

INTRODUCTION TO AI PROGRAMMING, I, II

Time: MTW 1-150

Office Address: ILS-1890 Maple

Office Phone: 491-3500

Expected Enrollment: 35

COURSE DESCRIPTION: Advanced AI programming techniques, including both rule-based systems (deductive retrieval, production systems) and case-based reasoning.

PREREQUISITE: Programming Course (e.g., A10) or Programming Experience.

TEACHING METHOD: Lectures. Computer programs and final determine course grade.

READINGS: Charnink, Riesbeck, McDermott & Meehan, AI Programming, 2nd ed., Lawrence Erlbaum Publisher.

STAFF

Electrical Engineering and Computer Science, C27

INTELLIGENT INFORMATION MANAGEMENT SYSTEMS

Time: MTH 3-430

Office Address: McCormick 2659

Office Phone: 491-5410

Expected Enrollment: 30

COURSE DESCRIPTION: Reviews principles for simplifying human interactions with complex information management systems. Methods from artificial intelligence will be applied to the design of interfaces, to the redesign of systems in order to improve performance and to simplify training in the use of these systems.

PREREQUISITE: Permission of the instructor

TEACHING METHOD: Lectures, assignments. Project, exams and final exam determine grade.

READINGS: Collection of selected technical papers (already used in EECS C95) Vassilon, (ed.), Human Factors and Interactive Computer Systems, Ablex Publishing Co., 1984. Schneiderman, Designing the User Interface, Addison-Wesley, 1987.

James Van Ness

Electrical Engineering and Computer Science, C28

NUMERICAL METHODS FOR ENGINEERS

Time: MTWF 9-9:50

Office Address: McCormick 3850

Office Phone: 491-7108

Expected Enrollment: 80

COURSE DESCRIPTION: Introduction to numerical methods; numerical differentiation, numerical integration, solution of ordinary and partial differential equations. Programs written using the methods presented in class.

PREREQUISITE: 727-A01 or 727-A10, Math B21

TEACHING METHOD: Lectures, computer programs, and other homework assignments. Exams, the final exam and computer programs determine grade.

READINGS: Gerald & Wheatley, Applied Numerical Analysis, 5th ed., 1993, Addison-Wesley.

Lawrence Birnbaum

Electrical Engineering and Computer Science, C37

NATURAL LANGUAGE PROCESSES

Time: TTH 3-415

Office Address: ILS-1890 Maple

Office Phone: 491-3500

Expected Enrollment: 40

COURSE DESCRIPTION: A semantics-oriented introduction to natural language processing, broadly construed. Representation of meaning and knowledge, inference in story understanding, script/frame theory, plans and plan recognition, counterplanning, thematic structures.

PREREQUISITE: 727-C48 or by permission

TEACHING METHOD: Lecture and exams

READINGS: Schank and Abelson, Scripts, Plans, Goals, and Understanding, Lawrence Erlbaum Publishers. Schank and Riesbeck, Inside Computer Understanding, Lawrence Erlbaum Publishers.

Phillip Woest

Electrical Engineering and Computer Science, C43-1

OPERATING SYSTEMS I, II

Time: MW 4:45-6

Office Address: McCormick 1002

Office Phone: 491-7734

Expected Enrollment: 80

COURSE DESCRIPTION: An introduction to the design of operating systems for modern computers. Internal data structures and algorithms for system calls of operating system kernel will be discussed.

PREREQUISITE: 727-B05 and 727-C11 or equivalent

TEACHING METHOD: Lectures, homework assignments and programming projects. Final, midterm, homework assignments and programming projects determine grade.

READINGS: Silberschatz, Galvin & Peterson, Operating System Concepts, 3rd. ed., 1991, Addison-Wesley. Kelley and Pohl, An Introduction to Programming in C: A Book on C, Benjamin Cummings.

Gordon Murphy

Electrical Engineering and Computer Science, C46

MICROPROCESSOR SYSTEM DESIGN

Time: MWF 2-2:50

Office Address: McCormick 2645

Office Phone: 491-7258

Expected Enrollment: 35

COURSE DESCRIPTION: Design of digital systems using microprocessors as controlling elements. Comparison of microprocessor architecture. Software/ hardware and economic tradeoffs examined. Example designs of typical systems. Designing for flexibility, ease of maintenance, economy of

development. NOT FOR STUDENTS TAKING C16.

PREREQUISITE: 727-C53, or 727-C55

TEACHING METHOD: Lectures. Grade based on problems, midterm, design project and final exam.

READINGS: K. L. Short, Microprocessors and Programmed Logic, Prentice-Hall.

Gregg Collins

Electrical Engineering and Computer Science, C48

INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Time: MWF 11-11:50

Office Address: ILS-1890 Maple

Office Phone: 491-3500

Expected Enrollment: 75

COURSE DESCRIPTION: Basic concepts of artificial intelligence. Search techniques including goal-directed and ordered search. Representation techniques including production systems, semantic networks and frames. Application to problem solving, game playing and expert systems.

PREREQUISITE: 727-C36

TEACHING METHOD: Lectures. Course grade based on 2-3 exams plus programs.

READINGS:---P. Winston, Artificial Intelligence, 2nd ed., Addison-Wesley.

Alan Sahakian

Electrical Engineering and Computer Science, C53

DIGITAL ELECTRONIC CIRCUITS AND SYSTEMS

Time: MWF 10-1050

Office Address: McCormick 3846

Office Phone: 491-7007

Expected Enrollment: 46

COURSE DESCRIPTION: Analysis and design of electronic circuits and systems which realize logic functions. Interface circuits, A/D, D/A conversion circuits, dynamic and static LSI memory and memory systems. Interconnection considerations such as calculation of fan-out, noise margin, interconnection delay and transmission-line effects.

PREREQUISITE: 727-C06

TEACHING METHOD: Lectures will be presented regularly, but question and discussion are strongly encouraged. Solutions to various problems will be explained at appropriate times during the quarter. Midterm, final, homework, and laboratory performance determine grade.

READINGS: Burns and Bond, Principles of Electronic Circuits, 1987, West.

Valerie Taylor

Electrical Engineering and Computer Science, C55

COMPUTER SUBSYSTEMS

Time: MW 3-4:15

Office Address: McCormick 1008

Office Phone: 467-1168

Expected Enrollment: 65

COURSE DESCRIPTION: An introduction to the organization and design of the computer's most basic hardware components, including central processing unit, memory unit and input-output unit.

PREREQUISITE: 727-B01

TEACHING METHOD: Lectures. Course grade based on homework, midterm and final.

READINGS: J. P. Hayes, Computer Architecture and Organization, 2nd ed., McGraw-Hill.

Aggelos Katsaggelos
Electrical Engineering and Computer Science, C59
DIGITAL SIGNAL PROCESSING
Time: MW 4:45-6
Office Address: McCormick 3860
Office Phone: 491-7164
Expected Enrollment: 30

COURSE DESCRIPTION: Discrete-time signals and systems, the x-transform, Discrete Fourier Transform, discrete random processes, effects of finite register length, homomorphic signal processing.

PREREQUISITE: 727-C07

TEACHING METHOD: Lecture. Course grade based on exam, assignments and final.

READINGS: Oppenheim & Schaffer, Discrete-Time Signal Processing, Prentice-Hall. O. Alkin PC-DSP, IBM Version 5.25, Prentice-Hall.

Zenonas Rekasius
Electrical Engineering and Computer Science, C74
INTRODUCTION TO DIGITAL CONTROL
Time: MWF 1-150
Office Address: McCormick 1035
Office Phone: 491-7125
Expected Enrollment: 30

COURSE DESCRIPTION: Discrete dynamic systems; discrete models for continuous systems; feedback and digital controllers; analog-digital conversion; numerical control with microcomputers.

PREREQUISITE: EE/CS C60 (C or better).

TEACHING METHOD: Lectures, homework assignments. Course grade is based on homework, midterm and final exam.

READINGS: G. H. Hostetter, Digital Control Systems Design,
Holt, Rinehart & Winston

Carl Kannewurf

Electrical Engineering and Computer Science, C81

ELECTRICAL MATERIALS: PROPERTIES AND APPLICATIONS

Time: MWF 11-1150

Office Address: McCormick 3623

Office Phone: 491-8163

Expected Enrollment: 90

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 and laboratory weekly. Course grade determined by midterm and final examinations and by work in laboratory sessions.

READINGS:--R.E. Hummel, Electronic Properties of Materials, 2nd ed., 1993, Springer-Verlag.

Seng-Tiong Ho

Electrical Engineering and Computer Science, C82

INTRODUCTION TO APPLIED OPTICS

Time: MWF 1-150

Office Address: McCormick 1572

Office Phone: 491-7103

Expected Enrollment: 36

COURSE DESCRIPTION: The purpose of the course is to obtain a basic understanding of the principles of laser operation and the properties of their coherent outputs.

PREREQUISITE: 727-C08

TEACHING METHOD: Lectures and laboratory experiments.
Course grade based on exams and laboratory experiments.

READINGS: Yariv, Optical Electronics, 1985, Holt, Rinehart
and Winston.

Manijeh Razeghi

Electrical Engineering and Computer Science, C88

SEMICONDUCTOR TECHNOLOGY

Time: M 3-6

Office Address: MLS 4051

Office Phone: 491-7251

Expected Enrollment: 30

COURSE DESCRIPTION: Physics of semiconductors:
heterojunctions, quantum wells, and superlattices; bulk and
epitaxial growth of III-V semiconductor crystals; optical,
electrical and structural characterization techniques;
device processing techniques; diffusion, oxidation, ion
implantation, annealing, etching, and photolithography.

PREREQUISITE: Concurrent registration in 727-C81

TEACHING METHOD: Lecture. Course grade based on homework
30%, project 30% and final 40%.

REFERENCE READINGS:

L. Solymar and D. Walsh, Lectures on the Electrical
Properties of Materials, G. W. Neudeck and R. F. Pierret,
Volume V, Modular Series on Solid State Devices:
Introduction to Microelectronic Fabrication, R. f. Pierret
and G. W. Neudeck, Volume VI, Modular Series on Solid State
Devices: Advanced Semiconductor Fundamentals. M. Razeghi,
The MOCVD Challenge. And selected articles, handouts, and
class notes.

Bruce Holmer

Electrical Engineering and Computer Science, C91

DESIGN OF COSTUME VLSI

Time: MWF 2-250

Office Address: McCormick 1006

Office Phone: 491-4118

Expected Enrollment: 30

COURSE DESCRIPTION: Introduction to MOS devices theory, NMOS and CMOS digital circuits. Layout design rules. Process technologies. Computer simulation of circuit performance. Electrical and physical design of NMOS and CMOS VLSI systems.

PREREQUISITE: 727-C53

TEACHING METHOD: Lecture and labs. Exams, assignments, final exam determine course grade.

READINGS: TBA

CHI-HAUR WU

Electrical Engineering and Computer Science, C90

INTRODUCTION TO ROBOTICS

Time: MWF 2-250

Office Address: McCormick 2695

Office Phone: 491-7076

Expected Enrollment: 45

COURSE DESCRIPTION: This course is designed to provide seniors and graduate students with the fundamental theoretical background in planning and controlling the motion of a robot manipulator.

PREREQUISITE: Vector and matrix operations and high level language (C or Pascal).

TEACHING METHOD: Lectures and laboratory. Exams and laboratory determine course grade.

READINGS:---Richard Paul, Robot Manipulators, The MIT Press.

Electrical Engineering and Computer Science, C95

SPECIAL TOPICS IN COMPUTER SCIENCES

Time: TTH 1-2:30

Office Address: McCormick

Office Phone: 491-5410

Expected Enrollment: 30

COURSE DESCRIPTION: Introduction to Artificial Intelligence programming. An introduction to LISP and the basic elements of AI programming, including semantic networks, frames, and pattern-matching.

PREREQUISITE:

TEACHING METHOD: Lecture. Exams and final determine course grade.

READINGS: TBA

Sheldon L. Epstein

Electrical Engineering and Computer Science, C96

ENGINEERING DESIGN & ENTREPRENEURSHIP

Time: W 3-6pm

Office Address: McCormick 1653

Office Phone: 853-1084 email: k9ape@eecs.northwestern.edu

Expected Enrollment: 15

COURSE DESCRIPTION: An engineering design course to prepare the student for entry into his/her career at a time when major corporations are cutting jobs. The focus will be on entrepreneurial skills of creativity and resourcefulness and will include techniques for selling inventions and technology to major corporate customers. Special emphasis will be directed at Wideband UHF Radio Data and Digital Signal Processing technologies as used in new Personal Communications Service (PCS) and automatic instrument system products - particularly those used in newly licensed PCS services, remote locations or connected to high speed networks. The class will be lead through the development of an actual product for the Radio/Wideband Network market which will be selected by the class. Course earns 1 Credit.

PREREQUISITE: None - Open to upper class & grad students.

Preference to EECS students. Others by permission

TEACHING METHOD: Lecture/lab, project, resume & cover letter, print ad, draft patent application and business law & ethics exercise.

READINGS:

- A. - American Radio Relay League Publications
 - 1994 ARRL Handbook For Radio Amateurs
 - ARRL License Manuals For Technician, General, Advanced & Extra Class Amateur Radio Licenses
 - Maia & West, Commercial General Radio Operator License
 - Selected Topics on PCS Licensing & Operating Requirements
- B. - Government Publications - Available in Class
 - 47 Code of Federal Regulations - FCC Rules
 - 37 Code of Federal Regulations - Patents, Trademarks and Copyrights

STAFF

Electrical Engineering and Computer Science, C98

ELECTRICAL ENGINEERING DESIGN

Time: WMWF 2-250

Office Address: McCormick 2659

Office Phone: 491-5410

Expected Enrollment: 20

COURSE DESCRIPTION: This course is designed to give seniors in electrical engineering an exposure to modern problems and design techniques in distinct topic areas.

PREREQUISITE: Senior class standing

TEACHING METHOD: Lectures and Exams

READINGS: TBA

STAFF

Electrical Engineering and Computer Science, C99

PROJECTS

Office Address: McCormick 2736

Office Phone: 491-5410

COURSE DESCRIPTION: Seminar and projects for advanced undergraduates on subjects of current interest in electrical engineering and computer science.

ctec@northwestern.edu

[Course Descriptions, Evanston Campus Registration](#)

[Northwestern University](#)

Last Updated: September 2, 1994

Fall 1993 Course Descriptions

0738 Industrial Engineering

Professor: TBA
Industrial Engineering and Management Sciences
C02 PROBABILITY
Time: MWF 9:00, Lab: T 3-5
Room: Tech
Office Address:
Phone:
Expected Enrollment: 60

COURSE DESCRIPTION: Fundamentals of probability theory with applications. Topics include probability models, conditional probability, independence, random variables and distributions, discrete distributions (binomial, Poisson, geometric) continuous distributions (normal, exponential, gamma), central limit theorem, conditional distributions. This course is a prerequisite for IE/MS courses in statistics as well as probability modeling.

PREREQUISITES: Math B15, calculus (including multidimensional). P/N allowed for non-IE/MS majors.

TEACHING METHOD: Three hours of lectures per week. Optional lab session for homework discussion and questions.

EVALUATION: Based on homework and midterms (in Lab), and final. Midterms and final are open book, open notes.

TEXT: Lavon B. Page, PROBABILITY FOR ENGINEERING WITH APPLICATIONS TO RELIABILITY, Computer Science Press, 1989.

Ajit Tamhane
Industrial Engineering and Management Sciences
C05 Statistical Methods for Quality Improvement
Time: M 6:30-9:30
Room: Tech L318
Office: MLSB 4085

Phone: 491-3577

Expected Enrollment: 40

COURSE DESCRIPTION: Control charts and process capability studies; other graphical methods. Acceptance sampling plans. Industrial experimentation: multifactor experiments, screening experiments, quality engineering using robust design. Reliability and life testing.

PREREQUISITES: IE/MS C03 or an equivalent course.

TEACHING METHOD: Lectures.

EVALUATION: Homework, midterm, final exam and project.

TEXT:

- 1) Statistical Quality Design and Control, by R.E. DeVor, T. Chang, and J.W. Sutherland; publisher: MacMillan;
- 2) Fundamentals of Quality Control and Improvement, by Amitava Mitra, Publisher: MacMillan.

Collette Coullard

Industrial Engineering and Management Sciences

C13 DETERMINISTIC MODELS AND OPTIMIZATION

Time: MWF 11:00, M 3:00-5:00 (Lab)

Room:

Office: MLSF 3087

Phone: 491-3077

Expected Enrollment: 40

COURSE DESCRIPTION: Formulation and solution of applicable optimization models, including linear, network, integer, dynamic and nonlinear programs. Algorithmic methods and efficient use of computers.

PREREQUISITIES: IE C11 or an equivalent knowledge of linear algebra; ability to use a computer.

TEACHING METHOD: Three one-hour lectures each week; one two-hour problem-solving lab per week.

EVALUATION: A series of six or seven assignments, combining

written exercises and computer problems, will count for 1/3 of the grade. Midterm and final exams will also count for 1/3 each.

TEXTS: (1)Fourer, Notes on Mathematical Programming;
(2) Fourer, Gay and Kernighan, AMPL: A Modeling Language for Mathematical Programming.

For C19, See D07-20

Yehuda Bassok
Industrial Engineering and Management Sciences
C26 ECONOMICS FOR ENGINEERS I
Time: MWF 2:00
Room: Tech L313
Office Address: MLSF 1085
Phone: 491-5538
Expected Enrollment: 60

COURSE DESCRIPTION: This course is intended to provide analysis of financial decisions by corporations, especially in the manufacturing environment. The course will concentrate in the areas of investment and capital budgeting under certainty and uncertainty. During the course the most common models will be presented, and their effects on the competitiveness of the organization will be discussed. The course will emphasize the presentation of real life problems and the applicability and effects of the different solutions.

PREREQUISITES: Math B15.

TEACHING METHOD: Lectures and exams.

EVALUATION: Eight homework assignments (30% of grade);
midterm exam (35% of grade); final exam (35% of grade).

TEXT: TBA

Yehuda Bassok
Industrial Engineering and Management Sciences
C29 PRODUCTION PLANNING AND SCHEDULING
Time: TTh 10:30-12:00

Room: Tech L313
Office Address: MLSF 1085
Phone: 491-5538
Expected Enrollment: 60

COURSE DESCRIPTION: This course is intended to provide analysis of production and logistics systems. The course will concentrate in the following areas: Production planning, inventory control, distribution systems, quality control and scheduling. During the course the main traditional models will be presented and compared to non-traditional techniques like "just in time" and "zero defects." The course will emphasize the presentation of real life problems and the discussion of the practicality of the suggested solutions. The main goals of the course are: (1) to discuss the main problems and difficulties in these areas, (2) to present and discuss the main available models, and (3) develop skills for solving real life problems.

PREREQUISITE: IE C02 and C13.

TEACHING METHOD: Lectures and exams.

EVALUATION: 8 homework assignments (30% of grade); midterm exam (35% of grade); final exam (35% of grade).

TEXT: TBA

Charles W. N. Thompson
Industrial Engineering and Management Sciences
C34-1 SYSTEMS PROJECT MANAGEMENT
Time: TTh 3:30-5:00
Room: Tech L320
Office Address: MLSF 1055
Phone: 491-3667
Expected enrollment: 40

COURSE DESCRIPTION: Introduction to systems problems and methods, including problem definition, analysis, design, evaluation, proposals, and related areas; assignments include preliminary exploration of potential team systems projects.

PREREQUISITES: No formal prerequisites. Desirable to have interest and background in design of systems and empirical

methods. Is first course of two-quarter IE/MS senior project sequence (with C34-2).

EVALUATION: Both written and oral assignments will be required, and midterm and/or final examinations may be required. Each student will present an individual project final report; all students will also participate in preparing and presenting a small group report on a real world project suitable for use as a class project in C34-2.

READINGS: Course material and selected readings will be provided; other references and materials will be on library reserve. Recommended text is John M. Nicholas, Managing Business & Engineering Projects, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1990.

NO P/N ALLOWED. ATTENDANCE AT FIRST CLASS IS MANDATORY. SENIORS ONLY. NON-IE/MS MAJORS BY PERMISSION ONLY.

Professor: TBA
Industrial Engineering and Management Sciences
C35 SYSTEMS SIMULATION
Time: M 6:30-9:30, L316
W 3:00-5:00 L316
Office:
Phone:
Expected Enrollment: 40

COURSE DESCRIPTION: Discrete event simulation using microcomputers. Topics include the simulation languages, modeling manufacturing systems, matching distributions to data, generation of random variates, statistical analysis of simulation output, and the modeling of complex systems.
PREREQUISITES: IE C02 and IE C03 or equivalent.

TEACHING METHOD: Lectures.

EVALUATION: Computer assignments, midterm examination, final exam and a project.

TEXT: Introduction to Simulation Using Siman, Pegden, C.D., R.E. Shannon and R.P. Sadowski.

Gustave J. Rath
Industrial Engineering and Management Sciences
C40 FIELD PROJECT METHODS
Time: Wednesday 3:00-6:00
Room: Tech L313
Office: MLSF 1021
Phone: 491-3669
Expected enrollment: 60

COURSE DESCRIPTION: Examination of techniques useful to study and research theories of organizational behavior and requirements for successful planning and control of organizations and their components. Techniques of questionnaires, interviewing, and observation will be covered.

PREREQUISITES: No formal prerequisites. Recommended for students with strong interest in organization, and field research, and system projects.

EVALUATION: Weekly written assignments, other written and oral work, final report on a field research or design project.

READINGS: Recommended text is C.W. Emory, BUSINESS RESEARCH METHODS. Course material and selected readings will be provided; other assigned readings will be on library reserve.

NO P/N ALLOWED. ATTENDANCE AT FIRST CLASS IS MANDATORY. IE/MS MAJORS ONLY. OTHERS BY PERMISSION ONLY.

Albert H. Rubenstein
Industrial Engineering and Management Sciences
C41/D12 INTRODUCTION TO ORGANIZATIONAL DESIGN
Taught jointly with D12 ORGANIZATION DESIGN
Time: M 3-6 pm
Room: Tech 2307
Office Address: MLSF 1047
Phone: 491-3680
Expected Enrollment: (C41: 15, D12: 30)

COURSE DESCRIPTION: The overall objectives of this course are

to help the participants to: 1) develop skills in identifying real organizational problems in operating organizations (e.g., problems involving decision-making, communication, organizational processes and structure, leadership control and evaluation, etc.), 2) learn how to formulate such problems in rigorous terms that draw upon the existing theory and literature of organization theory and organizational behavior and, 3) to carry out a solution of one problem including presentation to the "client" in the field site for feedback on quality of solution and feasibility of implementation.

PREREQUISITES: C40, D10, or equivalent.

TEACHING METHOD: The major emphasis in the course will be on the activities of the field teams. However, there will be initial class meetings to introduce the concepts and methodology of organizational design in the early part of the course. In addition, there will be some plenary sessions in which progress, results, and presentations (dry runs for the client presentation) will be made to the whole class. In addition to the work required by the field project, there are three sets of individual tasks that are required of all members of the class; readings, brief written assignments and application of relevant organization theory and other substantive literature to the team's chosen problem situation.

EVALUATION: There are no exams in the course and emphasis is placed on learning how to rigorously solve real organizational design problems in a field situation. The grade will be based upon: a) the conduct and outcome of the field project (including an evaluation by the client), b) individual performance in class sessions and on written homework assignments. A grade will be assigned to each team's project (including notebook, general procedures, and results). Individual deviations from the team grade will be made, upon consultation with members of the team, for significantly high or low contributions to the team effort by individual team members. Part of the individual component of the grade will depend on the quality of individual research diaries maintained on an ongoing basis by each member.

TEXT: Required readings will be provided by the instructor.

Professor: TBA
Industrial Engineering and Management Sciences
D07 (20) QUANTITATIVE METHODS FOR DECISION MAKING
Taught jointly with IE C19 INTRODUCTION TO OPERATION RESEARCH
Time: T 6:30-9:30
Room: L316
Office:
Phone:
Expected Enrollment: 30 in D07, 20 in C19

COURSE DESCRIPTION: This is a course in the art and science of using quantitative methods as decision aids. While the approach of the course is decidedly mathematical, the focus is not on theoretical issues but rather on the problems associated with application of methods in practical situations. Quantitative tools covered include: linear programming and other optimization methods, decision analysis and other stochastic modeling tools, including simulation. Specific topics discussed include: the systems approach for complex problem-solving, mathematical modeling of manufacturing systems, and decision making under certainty and uncertainty.

PREREQUISITES: IE B03 or equivalent. C19: MEM, MfE, or permission of instructor.

TEACHING METHOD: One class meetings per week consisting of a combination of lecture and class discussion.

EVALUATION: Grades will be based on homework assignments, a midterm examination, and a comprehensive final examination.

TEXT: Quantitative Concepts for Management: Decision Making Without Algorithms, G.D. Eppen, F.J. Gould, Prentice-Hall, Englewood Cliffs, NJ, 1985.

Professor: TBA
Industrial Engineering and Management Sciences
D07 (21) QUANTITATIVE METHODS FOR DECISION MAKING
Time: TF 9:00-11:00
Room: Tech LR 7
Office:
Phone:

Expected Enrollment: 55

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

MMM students only.

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: Quantitative Concepts for Management: Decision Making Without Algorithms, G.D. Eppen, F.J. Gould, Prentice-Hall, Englewood Cliffs, NJ, 1985.

Charles W.N. Thompson

Industrial Engineering and Management Sciences

D10 INTRODUCTION TO TECHNOLOGY MANAGEMENT

Time: Th 6:30-9:30

Office: MLSF 1055

Phone: 491-3667

Expected enrollment: 50

COURSE DESCRIPTION: An introduction to the basic issues in technology management. The objectives of the course are to: (1) Provide an introduction to (or review of, depending upon the background and experience of the student) the basic issues in technology management; (2) Provide a basis for

understanding the context within which problem solving methods, including those presented in other courses, are applied in high technology organizations; (3) Provide a basis for understanding and evaluating accepted or proposed methods of identifying or solving problems in technology management; (4) Provide an introduction to a cross-section of modern technology-based organizations through case studies, readings, and presentations.

PREREQUISITES: Graduate standing or permission of instructor.

TEACHING METHOD: Lectures, individual and small group presentations, discussion groups, individual and small group exercises.

EVALUATION: Weekly written assignments, other written and oral work, final report.

TEXT: Strategic Management of Technology and Innovation, by Robert A. Burgelman and Modesto A. Maidique, Homewood, IL: Richard D. Irwin, Inc., 1988. In addition locally reproduced handouts will be available.

Donald N. Frey
Industrial Engineering and Management Sciences
D19 TECHNICAL ENTREPRENEURSHIP (INSIDE A COMPANY
AND FOR NEW VENTURES)

Time: F 3:00-6:00

Room: L320

Expected Enrollment: 40

Office: MLSF 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 along 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: Reading list to be announced.

Professor: TBA
Industrial Engineering and Management Sciences
D25 FINANCIAL ISSUES FOR ENGINEERS
Time: W 6:30-9:30
Room: Tech L320
Office:
Phone:
Expected Enrollment: 40

COURSE DESCRIPTION: This course is a detailed treatment of the economics of investment. Topics covered will include present value decision making and its justification, interest rate calculations, alternative decision criteria, replacement analysis, break-even analysis, depreciation and taxes, and decision making under uncertainty.

PREREQUISITE: Limited to MEM students and IE/MS, MS students only

TEACHING METHOD:

EVALUATION: Quizzes and Exams.

TEXT: To be announced.

Gordon Hazen

Industrial Engineering and Management Sciences

D48 PROBABILISTIC REASONING IN EXPERT SYSTEMS

Time: TTh 1-2:30

Room: Tech B396

Office: MLSF C81

Phone: 491-5673

Expected Enrollment: 15

COURSE DESCRIPTION:

Recent years have seen remarkable advances in the use of probability theory in expert systems. Although it was originally believed that the probabilistic approach to reasoning under uncertainty was computationally intractable, new algorithms and theory have resulted in practical expert systems. Belief revision in such systems is based on propagating Bayes rule through a directed network which graphically represents the probabilistic dependencies present in the problem. Such networks, known as causal networks or Bayes nets, are conceptually related to influence diagrams in decision analysis, to networks used for hierarchical inference in intelligence analysis and jurisprudence, and to path analysis in statistics. The purpose of this course is to study the theory and algorithms which underlie probabilistic reasoning in such systems, and to contrast the probabilistic approach with traditional approaches such as certainty factors, fuzzy logic, and Dempster-Shafer theory.

PREREQUISITES: An undergraduate course in probability theory.

TEACHING METHOD: Three lectures a week.

EVALUATION: Midterm. Final exam or student project.

TEXTS:

Judea Pearl, Probabilistic Reasoning in Intelligent Systems: Networks of Plausible Inference, Morgan Kaufman, 1988.

(required)

David Heckerman, Probabilistic Similarity Networks, M.I.T. Press, 1991.

Richard E. Neapolitan, Probabilistic Reasoning in Expert

Systems: Theory and Algorithms, Wiley-Interscience, 1990.

Robert Fourer

Industrial Engineering and Management Sciences

D54 LARGE-SCALE OPTIMIZATION

Time: TTh 2:30-4:00

Room: A310

Office: MLSF 3039

Phone: 1-3151

Expected Enrollment: 30

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: There will be no required textbook. A bibliography of pertinent articles will be distributed in class. The following are recommended to students who want supplementary reading of a general nature:

Chvatal, Linear Programming, W. H. Freeman, 1983.

Gill, Murray, and Wright, Practical Optimization, Academic Press, 1981.

Donald Frey

Industrial Engineering and Management Sciences

D90 MANUFACTURING OPERATIONS

Time: W 8:00-10:00
Room: Tech LR7
Office Address: MLSF 1017
Phone: 491-3326
Expected Enrollment: 55

COURSE DESCRIPTION: Field site-based manufacturing problem solving. Teams are assigned to various specific companies with prior arranged manufacturing problems for solution.

PREREQUISITE: MMM students only

TEACHING METHOD: Project teams will work both on site and at a study location on specific manufacturing problems. Two and three tutorial sessions with each team will be held during the quarter.

EVALUATION: Final report represents the course requirement. Grade on the final report is the course grade.

TEXT: None.

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Last Updated: May 5, 1993

Fall 1993 Course Descriptions

0750 Materials Science

D. Lynn Johnson

Materials Science and Engineering, 750-C41

INTRODUCTION TO MODERN CERAMICS

Office Address: MLSB 3019

Phone: 491-3584

Expected Enrollment: 20

COURSE DESCRIPTION: This is a course aimed at undergraduate and graduate students (who have not had a similar course as undergraduates) who desire a working knowledge of the modern ceramics field. Topics to be covered include properties (electrical, magnetic, optical, thermal, mechanical) and applications (conventional to high technological) as influenced by processing (powder, chemical, vapor) and structure (crystal, glass, microstructure).

PREREQUISITES: 750-C16-1, 2 or equivalent

TEACHING METHODOLOGY: Three lectures per week.

EVALUATION: Homework 25%, Midterm Exam 30%, Final Exam 45%.

TEXTBOOK: David W. Richerson, Modern Ceramic Engineering, 2nd Edition, Marcel Dekker, Inc. New York, NY.

David N. Seidman

Materials Science and Engineering, 750-D04

IMPERFECTIONS IN MATERIALS

Office Address: 1013 MLSB

Phone: 491-4391

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. The homeworks will be graded and the scores will be counted towards the overall grade in this course.

REQUIRED TEXT: D. Hull and D.J. Bacon, Introduction to Dislocations 3rd Edition (Pergamon Press, 1984).

READING LIST: P.G. Shewmon, Diffusion in Solids 2nd Edition (The Minerals, Metals and Materials Society, 420 Commonwealth Drive, Warrendale, PA 15086, 1989), telephone: (412)776-9024; J. Weertman and J.R. Weertman, Elementary Dislocation Theory.

Mike Meshii

Materials Science and Engineering, 750-C16-2

SCIENCE OF ENGINEERING MATERIALS

Office Address: 1129 MLSB

Phone: 491-3213

Expected Enrollment: 20

COURSE DESCRIPTION: This course is continuation of C16-1. Principles underlying the development of microstructure and relationships between structure and properties in metals, ceramics, polymers and composites. The specific topics covered are: (1) Boundaries and Interfaces; (2) Nucleation Theory: Homogeneous and Heterogeneous in Elemental Systems; (3) Nucleation in Binary Systems; (4) Nonclassical Theory of Nucleation; (5) Spinodal Decomposition; (6) Diffusion-Controlled Growth; (7) Coarsening; (8) Overall Rates of Transformations; and (9) Diffusion less Transformation. Four different laboratory experiments which elaborate and extend

the materials covered in the lectures.

PREREQUISITES: C16-1 or its equivalent.

TEACHING METHOD: Three one-hour lectures and one three-hour laboratory.

EVALUATION: The student's grade for this course is based upon a midterm exam, a final exam, four laboratory reports, homework assignments and class participation.

REQUIRED TEXT: D.A. Porter and K.E. Easterling, Phase Transformation in Metals and Alloys, 2nd Edition (Van Nostrand Reinhold, NY, 1991).

READING LIST: P.G. Shewmon, Transformation in Solids (McGraw-Hill, NY 1969); J.W. Christian, Theory of Phase Transformations in Metals and Alloys, (Pergamon Press, Oxford, 1975); M.E. Fine, Phase Transformation in Condensed Systems (MacMillan, NY, 1964).

J. Weertman

Materials Science and Engineering, 750-D34

FATIGUE AND FRACTURE

Office Address: 1135 MLSB

Phone: 491-3197

Expected Enrollment: 10

COURSE DESCRIPTION: The course will cover theory and experimental results in fatigue and fracture of materials. Review of Griffith Crack Theory, the Dugdale-Bibby-Cothell-Swinden Crack theory, fracture toughness with review of experimental results. High temperature fracture under static and fatigue load, role of grain boundary voids, brief review of experimental results. cyclic stress and cyclic creep of material review of literature. Theories of the rate of growth of fatigue cracks and comparison with experimental results. Consideration of the J-integral approach to fracture of material.

PREREQUISITES: C32 and C62 or equivalent.

TEACHING METHODOLOGY: Lecture discussions.

METHOD OF EVALUATION: Examinations. A term paper and/or oral presentations may be required.

TEXT: Class notes will be handed out.

Laurence D. Marks

Materials Science and Engineering, 750-D65

ADVANCED ELECTRON AND DIFFRACTION

Office Address: Catalysis Building B03

Phone: 491-3996

Expected Enrollment: 10

COURSE DESCRIPTION: This course covers the theory and practice of high resolution electron microscopy and provides an introduction to the dynamical theory of electron diffraction. Topics covered in the course will include imaging theory, many beam Block wave and multislice methods for image calculations with some limited hands-on practice in image simulations.

TEACHING METHODOLOGY: Two 75-minute meeting/week for lectures and one three-hour laboratory per week. Students will receive practical instruction in high resolution techniques.

METHOD OF EVALUATION: Homework (50%), and a term paper (50%).

TEXTBOOK: None

REFERENCE: Diffraction Physics, J.M. Cowley, North Holland
Experimental High Resolution Electron Microscopy,
J.C.H. Spence, Oxford University Press, N.Y.

J.R. Weertman

Materials Science and Engineering, C51-2

INTRODUCTORY PHYSICS OF MATERIALS

Office Address: 1137 MLSB

Phone: 491-5353

Expected Enrollment: 15

COURSE DESCRIPTION: This is the second part of a two-course sequence. In this quarter, the quantum mechanical concepts developed in C51-1 are applied to the study of such materials-related subjects as magnetism, dielectrics, lasers, thermal vibrations and associated subjects (phonons, specific heat, relationship between velocity of vibrations and elastic constants), superconductivity. In all case, the materials aspect (and technological applications) of the phenomena are stressed.

PREREQUISITES: Phys. A35-1, 2, 3; Math B21; AND 750-C51-1 or equivalent.

TEACHING METHODOLOGY: Three one-hour lectures with discussion per week. Evaluation based on homework, midterm and final exam, and a term paper with oral presentation.

TEXT: No specified text; selected readings and books on reserve in the library.

Monica Olvera de la Cruz
Materials Science and Engineering, 750-B01-22

PRINCIPLES AND PROPERTIES OF MATERIALS

Office Address: 4011 MLSB

Phone: 491-7801

Expected Enrollment: 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.

TEACHING METHODOLOGY: Three lectures and one problem session per week. The problem session will be devoted to questions and discussions of homework problems.

METHOD OF EVALUATION: Course grade will depend upon two examinations (40% each) plus homework (20%).

TEXT: W.D. Callister, Jr., Materials Science and Engineering, John Wiley & Sons, Inc., 1985.

Gregory B. Olson
Materials Science and Engineering, 750-C96
SENIOR PROJECT
Office Address: 2021 MLSB
Phone: 491-2847
Expected Enrollment: 10

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 discussions (1/3) and on the thesis (2/3).

READINGS: Extensive reading from texts and the research literature will be required for proper execution of the research work.

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Last Updated: May 6, 1993

Fall 1993 Course Descriptions

0765 Biomedical Engineering

Ernest Byrom

Biomedical Engineering Department, 0765-C26

PHYSIOLOGICAL IMAGING

Time: MWF 9

Place: Tech B397

Office Address: Evanston Hospital, Division of Cardiology,
Room

300 Burch

Phone: (708) 570-2642

Expected Enrollment: 15

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.

Methods of 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, McGrawHill, 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.

James B. Grotberg
Biomedical Engineering Department 765-C75
PULMONARY MECHANICS
Time: MW 1-2:30
Place: TBA
Office Address: Tech 3752
Phone: 491-3009, 491-4308
Expected Enrollment: 15

Course Description: Basic physiology of lung function and its mechanical aspects including tissue viscoelasticity, airway instability, mucus transport, interfacial phenomena, gas exchange, air flow and its limitation.

Prerequisites: ME-B41, Math B21

Teaching Methodology: Two lectures per week.

Methods of Evaluation:
Homework problems, mid-term and final exams.

Text: J.B. West, Respiratory Physiology: The Essentials

John Troy
Biomedical Engineering Department, 0765-C22
MATHEMATICAL MODELLING OF PHYSIOLOGICAL SYSTEMS
Time: MWF 11-12
Place: Tech 1384
Office Address: Tech 3763

Phone: 491-3822

Expected Enrollment: 20

Course Description: The material of this course is concerned with the analysis and mathematical description of physiological systems. Topics covered will include: the problem of system identification in physiology, a review of the analysis of physiological signals, traditional approaches to physiological system identification and the white-noise method of system identification. Examples will be drawn from original work.

Prerequisites: BME C01, C02, or C03 and BME C20 or consent of instructor

Teaching Methodology: Three lectures/discussion sections per week.

Methods of Evaluation: One midterm (25%) and one final (35%), class assignments (30%) and class participation (10%).

Reading List: Original works in physiological modelling that can serve as examples of topics covered in class (partially flexible, in that some topics of specific interest to the enrolled students could be included).

Text: Marmarelis, P.Z. and Marmarelis, V.Z. Analysis of Physiological Systems. The White-Noise Approach. Plenum Press, New York: 1978. (Available from Kinko's)

Matthew R. Glucksberg

Biomedical Engineering Department, 765-C71 (formerly C95)

MECHANICS OF BIOLOGICAL TISSUE

Time: MW 9-10:30

Place: 2307

Office Address: Tech 2805

Phone: 491-7121

Expected Enrollment: 15

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.

Methods of Evaluation: Mid-term, final and homework.

Text: Y.C. Fung, Biomechanics

John B. Troy

Biomedical Engineering Department, 765-C01/D01 (advanced)

SYSTEMS PHYSIOLOGY

Time: Lecture MWF 8-9, Discussion M or W 3pm, M 5-7pm
(latter, graduates only)

Place: Lecture - LR5, Discussion - M 3823, W 3823, M 3829
(latter, graduates only)

Office Address: Tech 3763

Phone: 491-3822

Expected Enrollment: 70

Course Description: This course is a general introduction to neurophysiology and functional neuroanatomy. It consists of two parts: 1) basic biophysics of the neural membrane, and 2) a broad basic introduction to FUNCTIONAL NEURO-CIRCUITRY (both gross and fine structure). Included in the course will be general functional organization of sensory and motor pathways, principles of how action potentials are generated in first order sensory neurons, how they "talk" to the central nervous system and how other neurons "talk" to each other and to muscles.

Prerequisites: Introductory physics and biology or its equivalent and junior or higher class standing or permission of instructor.

Teaching Methodology: Three lectures and one discussion period per week. Graduate students have an additional two hour discussion period.

Methods of Evaluation: Two midterms, one final and homework assignments. Graduate students must also make a presentation

and write a mock grant application.

Text: Kandel, Schwartz and Jessell: "Principles of Neural Science." 3rd edition

Reading List: On reserve: The CIBA Collection of Medical Illustrations, Vol. 1, "Nervous System." Kuffler, Nicholls and Martin: From Neuron to Brain.

J.T. Walsh

Biomedical Engineering Department, 765-C08

BIOMEDICAL ENGINEERING LABORATORY

Time: Lecture MW 10, Labs Th 8-12 or 1-5 or M 5-7

Place: Lecture - 4396, Labs - Tech 3801

Office Address: Tech 3777

Phone: 491-7118

Expected Enrollment: 45;

Course Description: Students will perform experiments in selected areas of interest to biomedical engineers. These will emphasize 1) quantitative aspects of physiology, 2) methods and instrumentation for making quantitative measurements in biological systems, and 3) principles involved in designing and testing devices for replacement of physiological function. Exercises will include: 1) measurement of human electrocardiogram, 2) measurement of active transport, 3) analysis of a dialysis unit (artificial kidney), and 4) measurement of pulmonary function.

Prerequisites: C01, C02, and C03 (at least two). EECS B41 or B70. Preference given to seniors in BME.

Teaching Methodology: Lab groups will consist of 2 or 3 students. Two hours of lecture and one 4-hour lab per week. The lecture deals with introductory material necessary for the laboratory sessions and methods of data analysis and presentation.

Methods of Evaluation: Written laboratory reports on each exercise, brief oral reports, final exam.

Text: Laboratory syllabus and selected articles.

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Last Updated: May 6, 1993